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ABSTRACT

A practicum was conducted to plan, develop, and implement an evaluative behavior technique geared for five emotionally handicapped (EH) elementary school students to assist in the improvement of basic academic skills. The development and implementation encompasses a sequential procedure which gave the EH students an opportunity to achieve the necessary educational balance in meeting with classroom success by improving the interfering behaviors. A Student Inventory Self Rating Scale was developed to assess EH students' concept of certain classroom behaviors. Procedures included the assessment of the special education teacher's perception of specific behaviors demonstrated by the EH students which caused interference with the students' working to academic potential, the assessment of the EH students' perception of specific behaviors perceived by their teacher as interfering with working to academic potential, and the comparison of the results of the processes to increase students' academic achievement. Outcome indicated that pinpointing the students' interfering classroom behaviors in order to decrease their demonstration increased the academic independence. Statistical data are provided. Among appendixes are a list of 11 major behavior factors from the Devereaux Elementary School Behavior Rating Scale, copies of the Student Inventory Rating Scale and Devereaux Scale Profile, and materials from the inservice meeting folder. (Author/SB)

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THE DEVELOPMENT AND IMPLEMENTATION OF A TRANSPORTABLE MODEL TO INCREASE ACHIEVEMENT IN THE CLASSROOM WITH EMOTIONALLY HANDICAPPED STUDENTS AT THE ELEMENTARY LEVEL THROUGH A "BEHAVIOR PRINCIPLE" TECHNIQUE

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Individual Report
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PREFACE

Dr. Kenneth B. Tiktin, Assistant Principal for Exceptional Student Program at West Homestead Elementary School, Dade County Public School System, had given boundless confidence and assurance for the implementation of the pilot program conducted at his school. The author is appreciative for the opportunities which were accorded to conduct the practicum at this school.

Mrs. Martha A. Boden, Director of Exceptional Student Program, South Area Office, Dade County Public School System, had been supportive throughout this endeavor in granting permission for planning the in-service meeting to introduce the practicum to other school personnel.

Dr. Marwin Kwint has a special place in the author's memories for his enduring educational and professional guidance throughout the graduate program at Nova University.

Dr. Bert M. Kleiman, Coordinator of the Dade Cluster, has been a supporting and understanding advisor and friend through the years. The author expresses the deepest gratitude to each of these educators who assisted in making this practicum become a reality and to other supporting individuals who remain unnamed in this preface.

CHAPTER 1

INTRODUCTION

This practicum was a pilot program to plan, develop, and implement an evaluative behavior technique geared for the emotionally handicapped (EH) students to assist in the improvement of the basic academic skills. The model was utilized by the special education teacher at Sylvania Heights Elementary School during the early stages of development. The final development and complete implementation of the model was conducted at West Homestead Elementary School, an Exceptional Student Center in a socially deprived community of Dade County. Formal contacts with the school personnel were made to establish procedures for the practicum. The letters to substantiate those contacts can be found in appendix A, page 79.

The purpose of the practicum involved a two-part implementation:

1. To develop and establish procedures for the model dealing with classroom achievement of EH students compared with their academic abilities demonstrated in the classroom utilizing a behavior awareness technique.

2. To transport the model to other schools in the Dade County area. This practicum established a basic behavior technique for improving the classroom learning process and achievement of EH students through a "Behavior Principle" which focused on increasing the students' learning experiences by having an improved understanding of their behavior.

State figures of EH students compose one percent of the total school population. The total number of EH students receiving special placement is around 800 in Dade County. The number is approximately 2,418 students in Dade County considered to be emotionally handicapped.[1] The regulation of Florida State Board of Education defines the EH student as:

> One who exhibits consistent and persistent signs of behavior such as withdrawal, distractibility, hyperactivity, or psychiatric evaluation, to such an extent that he needs a special instructional program for all or part of the school day.[2]

The practicum at West Homestead Elementary School involved five typical EH students and their special education teacher along with some involvement of the classroom aide. The EH students had been originally evaluated by the school psychologist, but their testing scores were suppressed because of the existing emotional problems. The results from the psychological testing did not

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[1] Dade County Procedures for Providing Special Education for Exceptional Students, Division of Elementary and Secondary Education, Dade County Public Schools, (Miami, Florida: Dade County Public Schools, 1976), p. 192.

[2] Ibid.

a) An inability to learn which cannot be explained by intellectual, sensory, or health factors; b) An inability to build or maintain satisfactory relationships with peers and teachers; c) Inappropriate type of behavior or feelings under daily conditions; d) Pervasive mood of unhappiness or depression; and e) Tendency to develop physical symptoms, pains, or fear associated with personal or school problems.

Assessing the EH students' academic achievement is a difficult procedure and often times the results do not present a true composite of their abilities. Some EH students are preoccupied with the fantasy world in order to escape interaction with the real world. Other EH students find refuge in their academic work and achieve beyond their potential. Therefore, the students must be viewed from the exploratory and social levels. The academic achievement involves a self-motivation to learn on the part of each student and, of course, this motivational level is the desired end.

Special education teachers are change agents when increasing the academic achievement and social levels of their students. Programs for the EH students are restricted in the light of obtaining the students' information regarding the identification of specific behavioral dimensions which take place within the classroom. The special education teacher is referred to as a corrective agent when observing and assessing disruptive demonstration by the EH

indicate the students' complete academic potential. The school psychologist identified the students' inability to learn within the regular classroom setting due to the behavioral problems.

Problem

The academic deficiencies of the EH students increase with the lack of their self-control. The existing problem is the lack of information on methods to increase academic learning of EH students when behavioral difficulties continuously occur in the classroom. The five EH students at West Homestead Elementary School had the potential to complete the class work, but they were not working up to expectations. The evidence of the existing needs were indicated in the following:

1. The special education teacher of the EH class at West Homestead Elementary School did not utilize a sequential approach for identifying classroom behaviors which caused interference with academic achievement.

2. Pre-assessment and post-assessment evaluative technique for identifying classroom behaviors which caused interference with the academic achievement of the EH students was not utilized.

The EH students can be perceived as demonstrating some characteristics as listed by Bower:[3]

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[3]Eli M. Bower, Early Identification of Emotional Handicapped Children in School, (Illinois: Charles C. Thomas Publisher, 1969), p. 22.

students in the classroom. The assessing of EH students present unique problems to the classroom teacher.

The operational definitions referred as the major terms throughout this practicum are the "Behavior Principle" and eleven behavioral factors. The "Behavior Principle" was a new term developed for the purpose of this practicum. The term referred to a systematic approach for the EH students and their teacher(s) to assess the individual student's specific classroom behaviors through the utilization of a standard measure for managing the instruction in a manner which was systematically attempting to improve the behavioral development leading to more academic independence. The next reference to definitions refered to the Devereux Elementary School Behavior Rating Scale (DESB) Profile by Spivack and Swift. The Profile defined eleven major behavior factors which include fifty different observable behaviors demonstrated within the classroom.[4] The behavior factors are defined in ppendix B, page 82 as the specific classroom behaviors which cause interference with the EH students' academic independence.

The needs identified for this practicum included three major categories as they existed at West Homestead Elementary School for the class of EH students: 1) Academic Performance among the target

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[4]George Spivack and Marshall Swift, Devereux Elementary School Behavior Rating Scale Manual, (Pennsylvania: The Devereux Foundation, 1967), p. 8.

EH students; 2) Classroom Behaviors of the target EH students; and 3) Remedial Skills of the teacher of the EH class. The students' academic achievements were below grade level and completion of assignments were minimal due to the behavior problems which caused interferenced with the learning process.

Literature to Develop Strategies

The ERIC search indicated studies were conducted on contingency management with EH students at the elementary level. The literature also indicated a definite lack of information on pre-assessment and post-assessment of classroom behavior factors for increasing the students' learning to their potential. Alexander and Apfel used variable interval schedules of reinforcement by which behaviors were brought under control by the teacher.[5] Token reinforcement programs have been used with good results on a variety of target behaviors and with a wide range of population. The method can be utilized for immediate reinforcement of response within the classroom or any educational setting.

A project was conducted to instruct Ed students in the communication system used in school and train them in observing others as well as themselves. Minuchin, Chamberlain and Graubard were involved in a pilot project at a community residential treatment

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[5]Ronnie N. Alexander and Cathy H. Apfel, "Altering Schedules of Reinforcement for Improved Classroom Behavior," Exceptional Children 43 (October 1976): pp. 97-99.

center with six juvenile delinquents.[6] The intervention curriculum and the teaching methodology appeared to be quite effective in changing the learning behavior of these students. The growth was achieved by focusing not on the behavior alone, but on the cognitive growth. The six students consisted of one full special education class for the emotionally handicapped. The emphasis was on the performance in relation to learning rather than on conforming or being well behaved. The behaviors were ignored but the learning was acknowledged.

Morris and Arrant conducted a project in an elementary school using behavior rating scales in which emotionally handicapped students were rated by the teachers, parents, and school psychologist.[7] Teachers were found significantly more severe in their judgments than the school psychologist on rating the behavior and socialization of their students on the referral checklist. The project emphasized the importance of correct information and utilization of checklists or rating scales used with EH students. The correct interpretation of the items on the checklist will provide a unified identification.

The older students in the elementary school had better

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[6] Salvador Minuchin, Pamela Chamberlain, and Paul Graubard, "A Project to Teach Learning Skills to Disturbed Delinquent Children," American Journal of Orthophiatry 37 (April 1967) pp.558-567.

[7] John D. Morris and David Arrant, "Behavior Ratings of Emotionally Disturbed Children by Teachers, Parents, and School Psychologist," School Psychology 15 (July 1978): pp. 450-455.

self-reporting of problematic behaviors than the younger students. Harris studied the relationship between the teachers' ratings of students' behavior on a problem checklist and the students' self-reported personality traits using personality questionnaires.[8] The study was conducted at the elementary level with emotionally handicapped students. An analysis of the data revealed that the teachers' ratings and the students' self-reporting in the four through six grades agreed more frequently about problematic behaviors than did the students' self-reporting and the teachers' ratings in grades one through three and seven through eight. Students in the seventh and eighth grades were the youngest group at the secondary level and had less self-reporting ability to see or understand the problematic behaviors than the older group.

The identification of behavior patterns within the classroom causing interference with the EH students working academically up to their learning potential is still in the experimental stage. There are many types of behavior patterns that keep the student from actively learning. The ultimate objective is to generate within the student self-control over his interfering behaviors which prevent him from working up to his learning potential. Behavior modification techniques have been developed during the past

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[8]Walter J. Harris, "An Investigation of Relationships Between Teachers' Ratings of Behavior and Children's Personality Traits," Journal of Abnormal Psychology 5(___1977): pp. 43-52.

fifteen years, but yet all too often they are utilized in an ineffective manner.[9]

Objectives

The practicum attempted to take a realistic view of what constituted the EH students' needs for behavioral classroom success. Teachers, psychologists and parents label a particular behavior as a problem when in fact the problem can exist in the eyes of the observer. The more evidence that can be gathered from various independent sources the more valid will be the conclusion that the behavior problem exist in reality.

The Student Inventory Self-Rating Scale was developed for the purpose of presenting additional evidence of the behavior factors which caused interference with academic learning as existed in the immediate classroom setting. The Inventory can be found in appendix C, page 85. The Student Inventory was developed to correlate in concept with the DESB Profile, which can be found in appendix D, page 88. The Behavioral Principle gave the EH students the opportunity to assess their individual behaviors by responding to situational statements which occurred during the daily routine.

The DESB Profile was utilized for this practicum for the purpose of developing the guidelines of priorities for behavior

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[9]Dwight W. Allen and Jeffrey C. Hecht, Controversies In Education, (Philadelphia: W.B. Saunders Company, 1974), p. 157.

analysis in program planning leading to additional academic achievement. The DESB Profile and Student Inventory assisted the special education teacher to focus upon the EH students' behavioral classroom difficulties which interfered with success in the basic academic areas. The utilization of the DESB Profile and the development of the Student Inventory introduced a systematic approach which permitted the EH students and their teacher to determine the interfering behaviors which occurred in the classroom and modify those identified behaviors together to improve the students' academic achievement.

Table 1 shows the academic performance among the target EH students as the first identified need of the practicum. The pre-assessment identified the entry academic levels for the basic subject areas. The pre-assessment also identified the number of assignments completed by each of the five EH students. The grade levels were identified and also the number of completed assignments in the subject areas before the utilization of the behavior awareness technique. Table 1 shows the students' IQ score, and each student was given a number instead of identifying them by name. Student number one was evaluated by the school psychologist and the full IQ of 80 was obtained. The score approached the average range and the performance indicated the ability to achieve and accomplish a higher academic level of achievement. The existing level in mathematics shows two months above the third

TABLE 1

LEVELS OF ACHIEVEMENT AT ENTRY COMPARED WITH EH STUDENTS' OUTPUT OF CLASSROOM ACADEMIC WORK IN BASIC SUBJECT AREAS

Student No. and IQ	Achievement Levels			No. of Completed Assignments at Pre-Assessment			Projected No. of Completed Assignments at Post-Assessment		
	Math	Read	Spell	Math	Read	Spell	Math	Read	Spell
One (80)	3.2	3.1	3.0	1	2	2	5	6	1
Two (83)	2.9	2.3	2.0	1	2	2	2	3	4
Three (70)	3.5	2.5	2.2	2	1	0	2	3	2
Four (60)	1.8	1.6	Readi- ness	2	2	2	4	5	4
Five (86)	3.3	2.3	1.7	3	2	2	5	4	4

The five students are in the sixth grade. Three of the students function on the borderline of intelligence, but they are not working up to their potential or even up to the level of the suppressed IQ scores obtained at the time of the psychological evaluation.

grade level. The spelling level shows a present level of the third grade. Student number one completed one assignment in mathematics with a projection of completing five assignments. The student completed two assignments in reading with a projection of six assignments to complete at the post-assessment period. Two assignments were completed in spelling with a projection of having the student complete one assignment.

Student number two obtained a full IQ of 83 when evaluated by the school psychologist. This student has the capabilities of doing better academic work. The psychologist referred to the student as having poor social alertness and common sense. The mathematics level was at the ninth month of the second grade level. The reading level was at the third month of the second grade level. The spelling was also at the second grade level. Student number two completed one assignment in mathematics during the pre-assessment period, two assignments in reading and two assignments in spelling. The projection for completion of additional assignments leading to more academic success included a total of two assignments in mathematics, three assignments in reading and four in spelling.

Student number three was described by the school psychologist as having suppressed scores due to extreme emotional problems. The level in mathematics was at the fifth month of the third grade. The reading level was at the fifth month of the

second grade. The achievement projection was in terms of fewer gains when comparing student number three with the other students. The projection shows less gain due to the suppressed full IQ score of 70 obtained during the evaluation by the school psychologist. Student number three completed two assignments in mathematics given a projection of completing the same number of assignments during the post-assessment period. One assignment in reading was completed at the pre-assessment period with a projection of completing three assignments. This student did not complete any assignments in spelling at the pre-assessment period, but projected to complete two assignments in spelling.

Student number four was evaluated by the school psychologist and the full IQ of 60 was obtained. This student was thought to be functioning at a mentally retarded level. The mathematics level was at the eighth month of the first grade. The reading level was at the sixth month of the first grade. The spelling was functioning at the readiness level. The projection for each of the basic subject areas were four completed assignments in mathematics as compared to two assignments at the pre-assessment period. The projection for reading was five assignments as compared to the two completed assignments, and four completed assignments as compared to the two in spelling. The projections are high in comparison to the other students' ability, but student number four usually demonstrates a willingness to participate

in class activities.

Student number five had the highest IQ score within the class, but the projection for completing assignments was marginal. The level in mathematics was at the third month of the third grade. The reading was at the third month of the second grade level. The spelling was at the seventh month of the first grade level. The projection for completing additional assignments as compared to three assignments during the pre-assessment period was increased to five assignments in mathematics, two assignments in reading was increased to four assignments, and two assignments in spelling were increased to four assignments at the post-assessment.

Table 2 shows the classroom behaviors of the target EH students as the second identified need of the practicum. This need has been identified as causing interference with the learning process within the classroom.

The classroom behavior was assessed by the special education teacher completing the Devereux Elementary School Behavior Rating Scale (DESB) and Profile and the Student Inventory/Self-Rating Scale administered to the students by their special education teacher. The specific classroom behavior was identified by the EH students and their teacher as causing interference with learning and achievement.

The behavior causing the interference was identified for each student in the EH class. Student number one was demonstrating

TABLE 2

AGREEMENT OF BEHAVIORS IDENTIFIED BY EH STUDENTS AND TEACHER AS INTERFERING WITH LEARNING USING DESB AND STUDENT INVENTORY

Column I	Column II		Column III		Column IV
Behavior Factors of Students	Entry Level of the Interfering Behavior As Agreed Upon by Student--Teacher		Projected Level For Interfering Behavior at Termination by Student--Teacher		Proceed to Next Identified Behavior
Classroom Disturbance Student 1	X	X	0	0	Yes
Disrespect-Defiance Student 2	X	X	X	X	No
Disrespect-Defiance Student 3	X	X	X	X	No
Close to Teacher Student 4	X	X	0	X	Yes
Classroom Disturbance Student 5	X	X	X	0	Yes

X - Behavior has been observed
0 - Behavior has been modified

The agreement of behaviors identified by EH students and teacher as causing interference with the learning process, can change as with Student No. 3 and Student No. 5 after pre-assessment. The students perceive themselves differently as demonstrating the specific behavior factor. The teacher needs to become sensitive to this change. The teacher will observe and continue to modify the behavior closely until the behavior is terminated at the end of a certain time frame. The time or number of months between pre-assessment and post-assessment will vary. The assessment of progress can be every nine weeks, every three months, or every six months. This decision can be made by the teacher.

Classroom Disturbance as defined by the DESB Profile. This category is described as the extent to which the student's behavior is active and disruptive. Student number one was overactive, distractible, impulsive, and demonstrates much undirected behaviors in the classroom. The student continuously left his assigned desk to verbally tease other students in the class from ten to fifteen times a day.

Student number two demonstrated Disrespect-Defiance from seven to ten times a day. This behavior was described by the DESB Profile as direct disrespect for or resistance to the school by the student. This student had poor dismissal behavior when leaving the classroom. He did not follow simple classroom rules and this happened routinely. The student shouted the answer out to questions without raising his hand from fifteen to eighteen times a day. Student number two demonstrated resistance to school by his defiant attitude. Student number three demonstrated Disrespect-Defiance during his daily routine schedule which caused interference with academic success. Student number two and three demonstrated the identical behavior needs which interfered with learning. Student number three slammed the classroom door from three to five times a day and appeared to have an underlying element of defiance when social contacts were made with others. In a sense the student also demonstrated a lack of reflectiveness when completing the assigned work. The student was sensitive,

impulsive, and lacked positive peer interaction.

Student number four demonstrated Needs for Closeness to Teacher as described by the DESB Profile. The behavior was defined as the extent to which the student liked to be close to, seek out and offeredto do things or tasks for the teacher. Student number four needed to limit his aggression in order to gain the teacher's attention, increase his on task behavior and improve his peer group relations.

Student number five demonstrated the same need as student number one which was referred to as Classroom Disturbance. Student number five was out of his assigned seat fifteen times a day and became physically agressive with peers by taking things belonging to other students. This student needed to improve the use of appropriate classroom behavior and interact with peers in a positive manner. The student also needed to develop a more positive self-concept.

Table 2 shows the identified classroom behaviors which interfered with the student's learning process. The DESB Profile and the Student Inventory Scale were utilized for the assessment of the behavior needs of EH students involved in this practicum. Column one shows the identified behavior factors as used on the DESB Profile. The entry level of the behavior factors were identified by both the EH students and the special education teacher as interfering with the classroom achievement as indicated in

column two. The improvement of the interfering behaviors after the utilization of the "Behavior Principle" was projected in the third column. The fourth column appears as an indicator for the teacher either to proceed modification on the next identified behavior which caused interference with the learning process, or continue modification techniques on initial identified behavior. As long as the student and teacher agree on the behavior causing interference with achievement, the teacher needs to continue modification for that behavior.

Student number one and the teacher agreed that the Classroom Disturbance will not be the interfering behavior as indicated in the projection column. This student has modified the Classroom Disturbance and the teacher can proceed to modify the next behavior factor causing interference with classroom achievement.

Student number two and the teacher needed to continue modification techniques on the initial identified behavior which was Disrespect-Defiance. In column four, the word "no" indicated that the teacher needed to continue modifying the initial identified behavior and not attempt to directly modify another behavior factor.

Student number three and the teacher agreed that the Disrespect-Defiance still remained the interfering behavior in the classroom. The student and teacher identified Disrespect-Defiance as the interfering behavior. The student and teacher need to continue modification of the defiance displayed in the classroom as the interfering

behavior.

Student number four did not continue to identify needing the Closeness to Teacher in the classroom as the interfering behavior. The projection indicated that the student did not identify the behavior as causing interference with achievement. In column four, the word "yes" indicated that the teacher needed to proceed to modify the next behavior.

Student number five and teacher did not agree on the projection that the Classroom Disturbance continued to be the interfering behavior toward academic achievement. The student did identify the Classroom Disturbance as interference, but the projection indicated that the teacher did not identify the behavior as interfering with classroom achievement. In column four, the word "yes" indicates that the teacher can proceed to modify the next behavior factor causing interference with achievement. The teacher can continue to assess the area of disagreement and continue the modification techniques. The teacher can proceed to modify the next behavior factor whenever disagreement exists in student and teacher identification, but the teacher needs to continue to assess the existing changes and continue modification techniques. The Devereux Profile offers specific guidelines as to the identification of certain behavior factors existing in the classroom of EH students. The DESB Profile was one of the few instruments available for utilization in a non-clinical environment by the classroom teacher for

EH students. The Profile outlined the behavior factors which needed modification for successful mainstreaming into the regular program.

The development of the Student Inventory/Self-Rating Scale was implemented for the purpose of this practicum. The inventory assessed the EH students' concept of the eleven specific classroom behaviors which their teacher assessed by completing the DESB Scale on each student. The first part of the DESB Scale necessitated a re-wording of certain behavior concepts into statements on an easier comprehension level for the EH students to understand. The behavior concepts were listed in the order as they appear on the DESB Scale. The development of the Student Inventory was implemented for the purpose of comparing the responses of the student's behavior concept of himself in the classroom and the teacher's concept of these same behaviors which caused interference with the learning process. This systematic approach permitted the EHstudents and teacher to determine the interfering behaviors which occurred in the classroom and remediate those behaviors together to improve the academic achievement.

The third identified need of this practicum was the remedial skills of the special education classroom teacher. An interview was conducted with the teacher of the EH class at West Homestead Elementary School to determine the skills needed for the teacher to implement the "Behavior Principle" in the classroom utilizing

effective procedures. The pre-assessment and post-assessment process utilizing the DESB Scale and the Student Inventory was a need expressed by the teacher because such assessment is not available. The other remedial skill needed by the teacher was the understanding of the formula for scoring the Student Inventory and comparing the results with the DESB Scale. The behavior concepts and their definitions as utilized by the DESB Scale needed further explanation. Plans for an orientation meeting in order to discuss the sequential process of the "Behavior Principal" was given first priority.

Information Obtained to Establish Strategies

The practicum introduced a systematic process for identifying, evaluating and remediating the interfering classroom behaviors of EH students specifically through the use of the DESB Profile and the Student Inventory Self-Rating Scale. The strategies encompassed a sequential procedure by giving the EH students an opportunity to achieve the needed educational balance in meeting with classroom success by improving the interfering behavior which included the following: 1) Assess the special education teacher's perception of eleven specific behaviors demonstrated by the EH students which caused interference with the individual student working up to academic potential; 2) Assess the EH student's self-perception of the eleven specific behaviors first perceived by the special education teacher which caused the interference with the individual student

working up to academic potential and; 3) Compare the results from the two processes which contributed to an increase of academic independence in the classroom by having students involved in their behavior assessment.

In order to confirm the lack of pre-assessment and post-assessment procedures utilized with the EH students to determine their academic and behavior growth in the special education classroom, series of conferences were held with staff members in the field of Exceptional Student Programs. Contacts were made to the area office personnel such as director for exceptional student program, a curriculum placement specialist, and a school psychologist in order to investigate the status of program planning which took into account or considered the academic success along with the behavior growth of the EH students. The conferences confirmed the lack of techniques available involving the EH students' perception of their classroom behaviors which caused interference with their learning.

CHAPTER 2

DEVELOPMENT OF THE STUDENT INVENTORY SELF-RATING SCALE

The Student Inventory Self-Rating Scale was primarily developed to correlate conceptually with the Devereux Elementary School Behavior Rating Scale Profile. The purpose for the development of the Student Inventory was to center around the behavior needs of the EH students in the classroom environment. The inventory assessed the student's perception of his behaviors in the classroom as compared to his teacher's perception of those identical behaviors. The utilization of the DESB Profile and the Student Inventory Self-Rating Scale introduced a comprehensive technique for increasing the EH students' academic achievement and independence through a behavior awareness technique referred to as the "Behavior Principle." The summation of the new technique was the utilization of the DESB Profile and the Student Inventory which equals the total concept of the "Behavior Principle."

The Student Inventory involved several stages of development before the implementation became a reality. The endeavor was to develop and implement an assessment procedure which was a contribution to educational programming for EH students. The assessment

procedure offered a sequential approach for identification of specific classroom behaviors demonstrated by the EH students. The students and teacher were able to unfold reactions and feelings involving certain situational behaviors which caused interference with the academic success through the complete implementation of the "Behavior Principle." The students and teacher were given the opportunity to assess specific classroom behavior factors and worked together to modify the interfering behaviors in order to increase the constructive classroom participation in the learning process for the benefit of the students.

The DESB Profile consisted of forty-seven statements with which the teacher was required to rate the individual student. The Student Inventory Self-Rating Scale consisted of twenty-six statements with which the EH student was required to rate himself. The statements from part one of the DESB Profile were developed conceptually by re-wording the statements on the comprehension level of the students. The statements from part two of the Profile were not included in the Student Inventory. The initial intent for the development of the Inventory was to have the EH students respond to a single concept and avoid any confusion by attempting to repeat a concept in order to construct an internal consistency in the Student Inventory Scale.

The statements on the Student Inventory were closely related to the original statements on the DESB Profile. The content of

the statements are shown in the following examples:

	Student Inventory Statement	DESB Profile Statement
1.	I work after the directions are given.	Start working on something before getting the directions straight.
2.	I feel that the teacher helps me.	Say that the teacher does not help him enough (will not show him how to do things, or answer the questions).
3.	I bring things to class to share during the lesson with the class.	Brings things to class that relate to current topic (exhibits, collections, articles, etc.).
4.	I can tell a story in an interesting way.	Tell stories or describe things in an interesting and colorful fashion (has an active imagination).

The special education teacher can administer the Student Inventory in several ways. The administration of the Inventory is left up to the discretion of the teacher. The student can be permitted to complete the Inventory without any time limit in responding to the student permitting him to mark the correct response on an answer sheet.

The student's and teacher's responses are tallied on a separate rating scale. The raw scores are marked on the DESB Scale which has been duplicated from the Devereux and utilized for the purpose of this practicum. The formula developed and utilized for the scoring of the Student Inventory was a weighting procedure to obtain results in order to correlate with the DESB Scale. The

TABLE 3

FIVE CATEGORIES OF THE DESB PROFILE TO THE WEIGHTED THREE CATEGORIES OF THE INVENTORY

Devereux Rating Profile Categories				
Very Frequently	Often	Occasionally	Rarely	Never
5	4	3	2	1
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.		.		.
9		5		1

Weighted Categories of the Student Inventory Converted to DESB Score Units		
Always	Sometimes	Never
3	2	1
.	.	.
.	.	.
.	.	.
Weighted	Weighted	
.	.	.
.	.	.
.	.	.
9	5	1

Student Inventory Self-Rating Scale formula included the combination of the categories from the DESB Profile. Table 3 shows the Inventory weighted to the DESB score units on the scale. The formula for scoring the Inventory followed the detailed procedure:

1. To convert the five categories of the DESB Profile to the weighted three categories of the Student Inventory.

   a. Part One of the DESB Profile consists of: Very Frequently is rated a number five; Often is rated a number four; Occasionally, a number three; Rarely, a number two and; Never is rated one on DESB and Student Inventory Scales.

   b. The Student Inventory consists of: Always is rated a number three; Sometimes is rated a number two and; Never is rated one on DESB and Student Inventory Scales.

2. To convert the weighted categories of the Inventory to the DESB Profile utilizing the formula for scoring.

   a. Very Frequently (5) plus Often (4) equals (9) nine. Always on the Student Inventory is rated a number nine (9). The number nine is weighted into DESB Scale Score Units.

   b. Occasionally (3) plus Rarely (2) equal (5) five. Sometimes on the Student Inventory is rated a number (5) five. The number five is weighted into DESB Scale Score Units.

3. To utilize the weighted formula to include part two of the DESB Profile which consists of a possible seven as the highest obtainable rating. The number seven is added to the total raw

scores obtained on the Student Inventory then divided by two because of the DESB Profile consisting of two parts. The obtained quotient is the total score of the Student Inventory which is then charted on the DESB Scale as the score unit. Example of computing the ratings from the Student Inventory to the DESB Scale utilizing the weighted formula is as follows:

(3) is scored as (9)
(2) is scored as (9)
(1) remains (1)
15
plus 7
2 ⌐ 32 = 16 Total Score of Student Inventory

4. To change franctions to whole numbers for scoring. An answer having a remainder of more than a half is changed to the next whole number, 16.5 is changed to 17. An answer having a remainder less than a half is not changed to the next whole number, but to the next lowest number; 16.2 to 16.

Orientation Meeting With Teacher to Explain Procedures

The special education teacher at West Homestead Elementary School was instructed during a brief orientation/in-service training program to identify 100 percent of the five EH students' behavior needs within the classroom setting for the purpose of improving the academic experiences. The classroom aide was also involved in the training program. The special education teacher and aide were instructed in the utilization of the DESB Profile, Student Inventory Self-Rating Scale and application of the scoring formula.

The instruction assisted the special education teacher to target the demonstrable classroom behaviors which caused the interference with learning and achievement for the students.

The outline for the teacher to follow step-by-step procedure for the implementation of the "Behavior Principle" can be found in appendix E, page 92. During the orientation meeting, the purpose for the development of the Student Inventory was explained in detail as to the need of targeting the EH student's perception of the identical demonstrable classroom behaviors assessed and identified by their teacher through the utilization of the DESB Profile. The special education teacher was also instructed to identify the degree of achievement at the beginning of the implementation of the "Behavior Principle." The orientation meeting also explained the need for the special education teacher to identify the academic success of each of the five EH students and identify classroom behaviors which caused the interference with learning in order to increase the work output toward the student's potential

The next chapter examines in detail the utilization of the "Behavior Principle" and data analysis of the results from the new systematic identification of behaviors of the five EH students which caused interference in the classroom. The chapter further points to the fact that the practicum was developed, implemented, and institutionalized as the "Behavior Principle" utilized with EH students to assess and identify the specific observable classroom behaviors which interfered with academic output.

CHAPTER 3

DATA ANALYSIS INVOLVING THE FIVE EH STUDENTS UTILIZING THE "BEHAVIOR PRINCIPLE"

The purpose of the development of the "Behavior Principle" was to directly identify the interfering behaviors which prevented the improvement of the academic achievement in the classroom utilizing a systematic approach for assessing these behaviors. The "Behavior Principle" presented a concrete methodology for identification of the interfering behaviors which prevented the EH students from achieving academically up to their learning potential.

The utilization of the "Behavior Principle" technique can explore several dimensions of the EH student's reactions in the classroom which lessen the opportunity for success in the learning process. The interfering behaviors must be systematically identified by pre-assessment and post-assessment procedures in order to bring about a more direct effect upon the learning process. The application of the results of the assessment periods can be utilized in the following manner:

1. The results can show an agreement of the classroom behaviors identified between the EH students and their teacher as causing the interference with the learning process.

2. The results can show some disagreement of the classroom behaviors identified between the EH students and their special education teacher as causing the interference with the learning process.

3. The results can show no agreement on any of the classroom behaviors identified between the EH students and their teacher as causing the interference with the learning process.

The five EH student's projected strategies for future planning are discussed in this chapter. The original Devereux (DESB) Scale has been utilized in recording the scores from both the Student Inventory and the DESB Profile. The term DESB Profile as referred in this report pertains to the assessment completed by the teacher, and the DESB Scale pertains to the measurement of scoring in standard score units the results of the assessment periods. The Response Sheets have been developed for the purpose of this practicum along with the Student Inventory Self-Rating Scale. The behavior factors and the behavior items are directly taken from the DESB Profile and Scale, but the teacher assessment columns and the student assessment columns on the Response Sheets were developed in order to implement a more systematic and detailed data analysis of each of the classroom behaviors. The responses shown on the DESB Scale as S_1, S_2, T_1, and T_2 refers to the number one under the letter as meaning pre-assessment and the number two under the letter as meaning post-assessment. The projected behavior strategies, DESB Scale showing the pre-assessment and post-assessment, and the response

sheets are shown in this chapter for students number one and two. The projected behavior strategies and the DESB Scale showing the assessment periods are shown and discussed for the remaining students in this report. Their Response Sheets were scored in the identical manner of student number one and student number two. The formula developed for scoring the Student Inventory was utilized in computing the scores for students number three, four and five following the same procedure.

Figure 1 shows the projection of the classroom behaviors which caused interference with learning as agreed upon by both student number one and the teacher. The DESB Scale for student number one, page 34, shows the pre-assessment and post-assessment utilizing the DESB Profile and the Student Inventory.

The Response Sheets, following the DESB Scale on student number one, shows the individual responses for the behavior factors including the separate items covered under each of the specific eleven behaviors. The total number at the end of each behavior indicates the score units to be charted on the DESB Scale.

Student number one and the teacher agreed that Classroom Disturbance was identified as the initial interfering classroom behavior which prevented the maximum learning to take place. This behavior factor was within the first standard deviation away from the center, sixty-eight percent range, of the DESB Scale. The EH student and the teacher also agreed upon the improvement of the

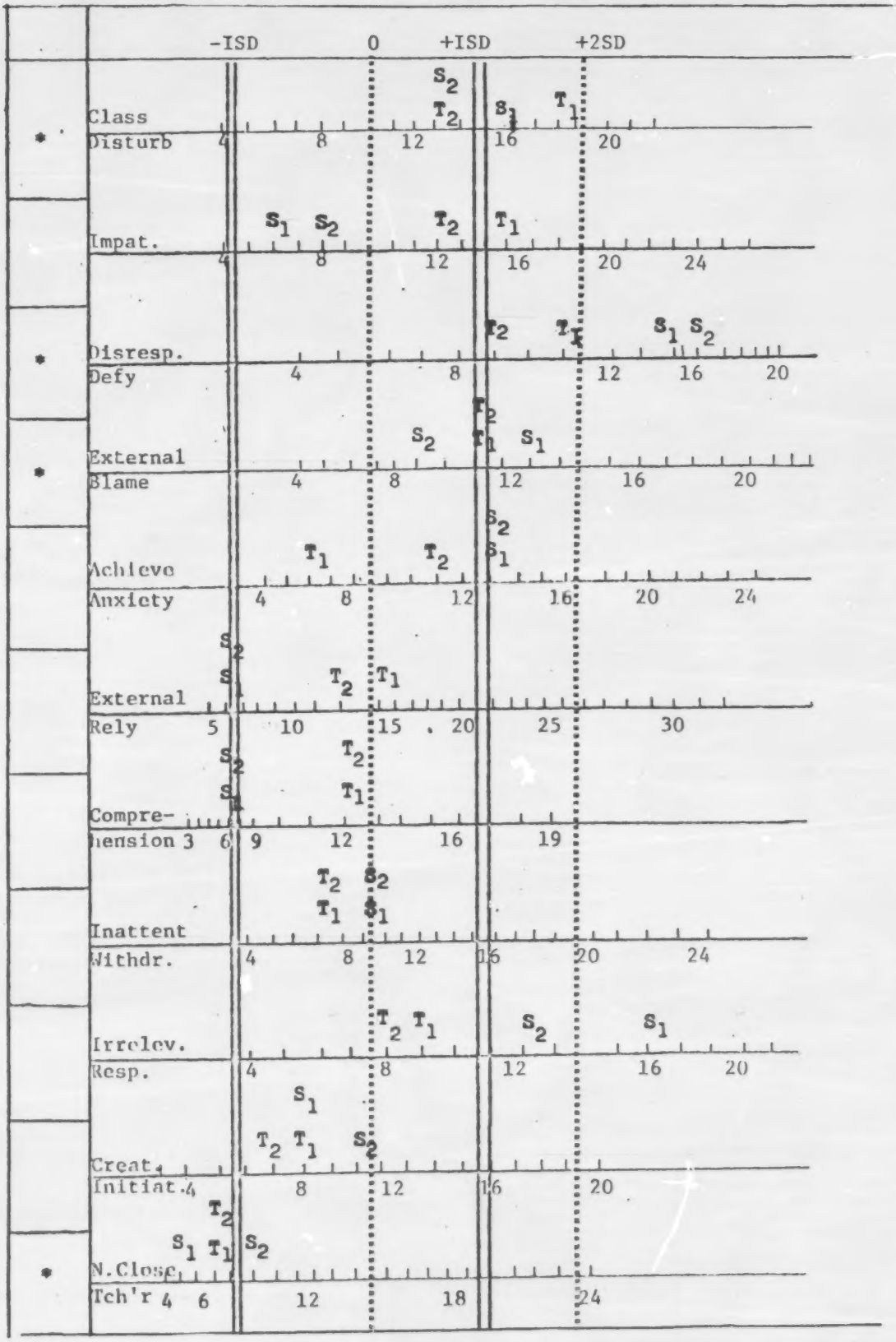
FIGURE 1

PROJECTED BEHAVIOR STRATEGIES FOR STUDENT NUMBER ONE TO IMPROVE ACADEMIC INDEPENDENCE IN THE CLASSROOM

Entry Level of Interfering Behavior as Agreed by Both Student - Teacher	Proceed To Next Interfering Behavior as Agreed by Both Student - Teacher
Classroom Disturbance	Yes

Next Identified Interfering Behaviors As Agreed by Both Student Teacher
Disrespect-Defiance
External Blame
Needs Teacher's Attention

DESB SCALE FOR STUDENT NUMBER ONE
Raw Score in Standard Score Units



RESPONSE SHEET

Name Student 1

Dates September 1979
January 1980

Behavior Factor	Factor Item	DESB SCALE Teacher Assessment		STUDENT INVENTORY Student Assessment	
		Pre-	Post-	Pre-	Post-
1. Classroom Disturbance	needs control	3	3	9*	5*
	teases	5	3	9*	9*
	interfere	4	3	5*	5*
	drawn in	6	4	--	--
	(Total)	18	13	15	13
2. Impatience	starts	5	4	5*	9*
	sloppy	1	3	--	--
	go back	6	2	--	--
	rushes	3	3	--	--
	(Total)	15	12	6	8
3. Disrespect-Defiance	disrespect	2	3	5*	9*
	defy teacher	4	3	5*	5*
	subject	2	1	5*	5*
	rules	3	2	5*	5*
	(Total)	11	9	14	16
4. External Blame	teacher help	3	3	9*	9*
	called on	2	2	9*	1*
	blames	1	2	--	--
	too hard	5	4	--	--
	(Total	11	11	13	9

*Weighted Categories

RESPONSE SHEET
page 2

Name Student 1 Dates September 1979

January 1980

Behavior Factor	Factor Item	DESB SCALE Teacher Assessment Pre-	DESB SCALE Teacher Assessment Post-	STUDENT INVENTORY Student Assessment Pre-	STUDENT INVENTORY Student Assessment Post-
5. Achievement Anxiety	test scores	2	2	9*	9*
	right answer	2	3	9*	9*
	testing	1	4	--	--
	sensitive	1	2	--	--
	(Total)	6	11	13	13
6. External Reliance	see others	3	1	5*	5*
	rely teacher	6	2	--	--
	directions	3	4	--	--
	swayed	2	3	--	--
	choices	1	2	--	--
	(Total)	15	12	6	6
7. Comprehension	understanding	4	4	5*	5*
	applies	4	4	--	--
	recites	4	4	--	--
	(Total)	12	12	6	6
8. Inattentive-Withdrawn	lose attention	2	2	5*	5*
	not attending	3	3	5*	5*
	oblivious	1	1	--	--
	reachable	1	1	--	--
	(Total)	7	7	9	9

Professional Notes by Teacher:

*Weighted Categories

RESPONSE SHEET
page 3

Name Student 1 Dates September 1979
January 1980

		DESB SCALE		STUDENT INVENTORY	
Behavior Factor	Factor Item	Teacher Assessment		Student Assessment	
		Pre-	Post-	Pre-	Post-
9. Irrelevant Responsiveness	exaggerate story	1	1	1*	1*
	answers	2	1	5*	5*
	interrupt	3	3	9*	5*
	irrelevant talk	3	3	9*	5*
	(Total)	9	8	16	12
10. Creative Initiative	brings in	1	1	1*	1*
	active imagination	2	2	1*	1*
	start discuss	2	3	5*	5*
	talk experience	3	1	1*	5*
	(Total)	8	7	8	10
11. Need Closeness to Teacher	seeks teacher	1	1	1*	5*
	helps	2	2	1*	5*
	friendly	2	3	--	--
	physical close.	2	1	--	--
	(Total)	7	7	5	9

Professional Notes by Teacher:

*Weighted Categories

behavior as causing less interference at the post-assessment period. The student and teacher perceived the behavior to be in the acceptable range of the DESB Scale.

Figure 1 also indicates that the teacher can proceed to modify the next identified behavior which seems to cause interference with the learning process. The next identified interfering behaviors agreed upon by both student and teacher are projected: 1) Disrespect-Defiance, 2) External Blame and, 3) Needing Teacher's Attention.

Student number one perceived Disrespect-Defiance behavior showing little improvement during the post-assessment period as compared to the pre-assessment period. The post-assessment scores continue to remain within the second standard deviation away from the center of the DESB Scale. This student shows a need to decrease his Disrespect-Defiance behavior toward the teacher, make less derogatory remarks about the subject content during class lessons, and follow classroom rules.

Referring to the Response Sheet showing the Disrespect-Defiance behavior which indicates that the teacher perceived student number one as defying authority, the teacher rated student as Often defying authority on the pre-assessment to rating student Occasionally defying authority on the post-assessment. The degree of differences in the ratings must be understood when interpreting the scores. Student number one rated himself as Sometimes showing Disrespect during the pre-assessment period, but during the post-assessment

period, student rated himself as Always showing Disrespect to the teacher. On the same behavior, the teacher perceived the student by rating him Rarely in showing Disrespect during the pre-assessment period to rating the student as Occasionally showing Disrespect during the post-assessment.

External Blame was identified by both the student and the teacher as causing interference with the academic success and can be referred as a project behavior strategy for educational planning. They both perceived the student as being dependent on the teacher for assistance. During the Pre-assessment and post-assessment periods, the teacher rated the student as Occasionally Needing the Assistance of the Teacher. The student perceived himself as Always Needing Assistance of the Teacher. The special education teacher's perception of the External Blame behavior of student number one did not change between the assessment periods. The student's perception of himself changed from the pre-assessment to the post-assessment. The student's pre-assessment score fell one standard deviation away from the center of the DESB Scale, but the post-assessment score fell within the acceptable range of the scale indicating that the student's perception of the External Blame behavior had improved. The results indicate that the teacher needs to become more cognizant and sensitive to the perceptive differences existing between student and teacher on this behavior factor.

Needing Teacher's Attention was considered as a projected behavior strategy for student number one's education plannning. This behavior factor was one standard deviation below the sixty-eight percent range of the DESB Scale. Both the student and the teacher rated the behavior as Never Seeking Closeness to the Teacher during the pre-assessment period. The teacher's rating remained consistent during the pre-assessment and post-assessment periods. During the post-assessment, student number one rated himself as Sometimes Seeking Closeness to the Teacher or doing things for the teacher. Again, the degree of differences in the ratings must be understood when interpreting the scores. The degree of differences in the ratings also requires more sensitivity on the part of the teacher to work with the student during learning experiences. The teacher's scores remained one standard deviation below the sixty-eight percent range of the DESB Scale which indicates that student number one has been perceived as requiring the Closeness of Teacher or Needing Teacher's Attention.

Classroom Disturbance behavior was identified as the initial classroom interfering behavior requiring a modification process to reduce the interference with learning experiences. The behavior factor was within the acceptable range during the post-assessment period and perceived by both student and teacher as having been modified to the point of not causing classroom interference. The projective behavior strategies which had been identified as

behaviors causing interference with the learning process had shown changes in the student and teacher ratings from the pre-assessment period to the post-assessment period. The Disrespect-Defiance, External Blame, and Needing Teacher's Attention as identified by student and teacher as the cause of classroom interference with learning require further modification in future planning.

Figure 2 shows the projection of the classroom behaviors which caused interference with learning as agreed betwen student number two and the teacher. The DESB Scale for student number two, page 43, shows the pre-assessment and post-assessment utilizing the DESB Profile and the Student Inventory. The Response Sheets, following the DESB Scale on student number two, shows the individual responses for the behavior factors including the separate items covered under each of the specific eleven behaviors.

Student number two perceived himself as demonstrating Disrespect-Defiance to the teacher. During both the pre-assessment and post assessment periods, Disrespect-Defiance was within the second standard deviation away from the center, sixty-eight range, of the DESB Scale. Both the student and teacher perceived the need for the student to show more respect to the teacher. The EH student also needs to make fewer derogatory remarks about the subject content and participate more during the classroom discussions with a positive attitude.

FIGURE 2

PROJECTED BEHAVIORAL STRATEGIES FOR STUDENT NUMBER TWO TO IMPROVE ACADEMIC INDEPENDENCE IN THE CLASSROOM

Entry Level of Interfering Behavior as Agreed by Both Student - Teacher	Proceed to Next Interfering Behavior as Agreed by Both Student - Teacher
Classroom Disturbance	Yes

Next Identified Interfering Behaviors Disagreed by Both Student - Teacher

Classroom Disturbance*

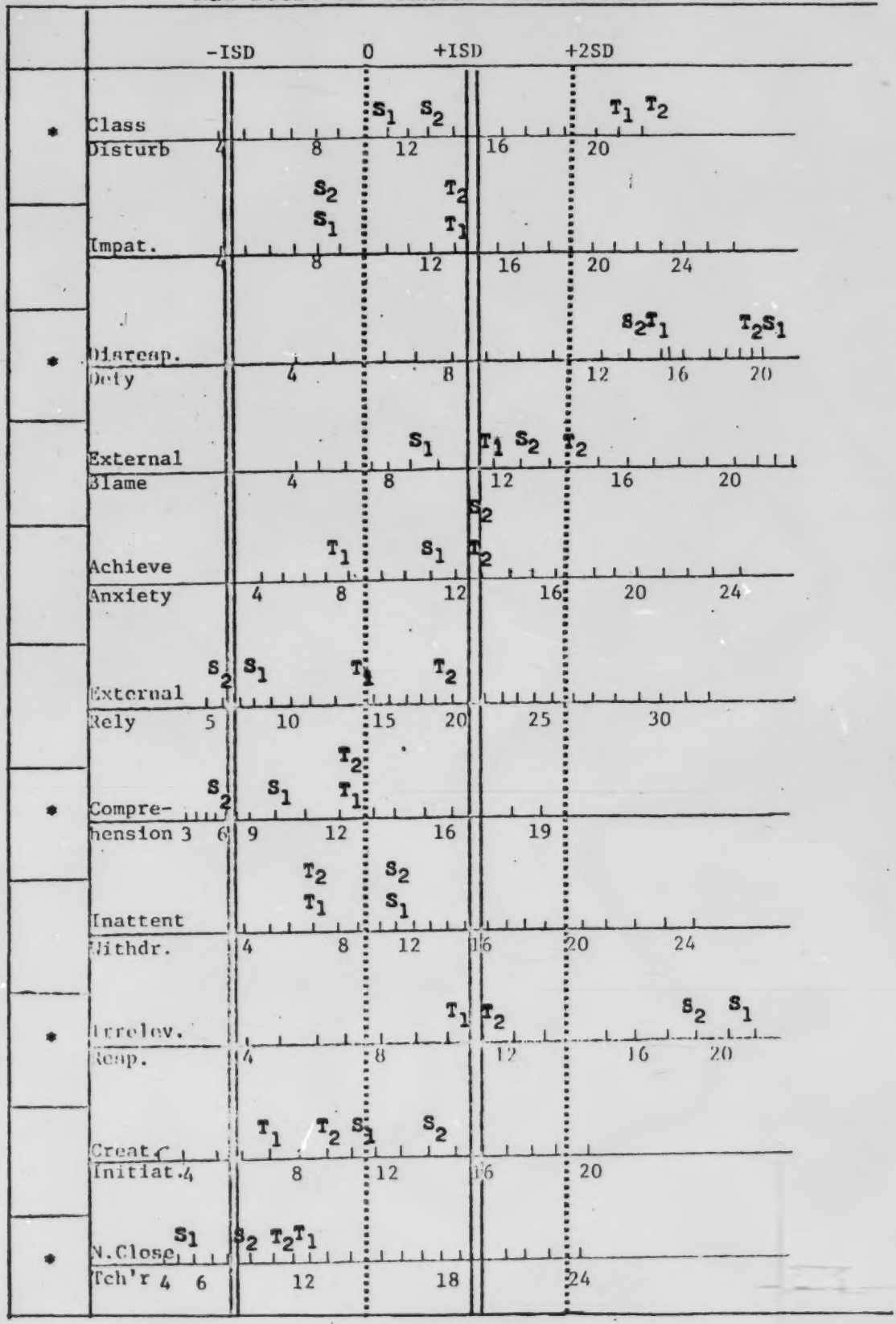
Comprehension

Irrelevant Responsiveness*

Needs Teacher's Attention

*Extreme differences in the student's rating and the teacher's rating of the behaviors as causing the interference with the learning process.

DESB SCALE FOR STUDENT NUMBER TWO
Raw Score in Standard Score Units



RESPONSE SHEET

Name Student 2

Dates September 1979
January 1980

Behavior Factor	Factor Item	DESB SCALE Teacher Assessment Pre-	DESB SCALE Teacher Assessment Post-	STUDENT INVENTORY Student Assessment Pre-	STUDENT INVENTORY Student Assessment Post-
1. Classroom Disturbance	needs control	5	5	1*	9*
	teases	5	5	9*	5*
	interfere	4	5	5*	5*
	drawn in	7	7	--	--
	(Total)	21	22	11	13
2. Impatience	starts	3	3	9*	9*
	sloppy	11	1	--	--
	go back	5	5	--	--
	rushes	4	4	--	--
	(Total)	13	13	8	8
3. Disrespect-Defiance	disrespect	4	5	9*	5*
	defy teacher	4	5	9*	5*
	subject	3	4	9*	5*
	rules	4	5	5*	5*
	(Total)	15	19	20	14
4. External Blame	teacher help	3	4	5*	9*
	called on	3	2	5*	9*
	blames	3	3	--	--
	too hard	3	5	--	--
	(Total	12	14	9	13

*Weighted Categories

Name Student 2

Dates September 1979
January 1980

Behavior Factor	Factor Item	DESB SCALE Teacher Assessment Pre-	DESB SCALE Teacher Assessment Post-	STUDENT INVENTORY Student Assessment Pre-	STUDENT INVENTORY Student Assessment Post-
5. Achievement Anxiety	test scores	3	3	9*	9*
	right answer	1	1	5*	9*
	testing	2	2	--	--
	sensitive	2	5	--	--
	(Total)	8	13	11	13
6. External Reliance	see others	1	1	9*	5*
	rely teacher	2	5	--	--
	directions	3	4	--	--
	swayed	5	6	--	--
	choices	2	3	--	--
	(Total)	13	19	8	6
7. Comprehension	understanding	4	4	9*	5*
	applies	4	4	--	--
	recites	4	4	--	--
	(Total)	12	12	8	6
8. Inattentive-Withdrawn	lose attention	3	3	5*	9*
	not attending	2	2	9*	5*
	oblivious	1	1	--	--
	reachable	1	1	--	--
	(Total)	7	7	11	11

Professional Notes by Teacher:

*Weighted Categories

RESPONSE SHEET
page 3

Name Student 2 Dates September 1979

January 1980

DESB SCALE STUDENT INVENTORY

Behavior Factor	Factor Item	Teacher Assessment		Student Assessment	
		Pre-	Post-	Pre-	Post-
9. Irrelevant Responsiveness	exaggerate story	2	2	9*	9*
	answers	2	3	5*	9*
	interrupt	3	3	9*	5*
	irrelevant talk	3	3	9*	5*
	(Total)	10	11	20	18
10. Creative Initiative	brings in	1	1	9*	1*
	active imagination	2	3	1*	5*
	start discuss	2	2	1*	5*
	talk experience	2	3	1*	9*
	(Total)	7	9	10	14
11. Need Closeness to Teacher	seeks teacher	1	1	1*	1*
	helps	1	3	1*	9*
	friendly	4	4	--	--
	physical close.	6	3	--	--
	(Total)	12	11	5	9

Professional Notes by Teacher:

*Weighted Categories

The pre-assessment period indicated that the Disrespect-Defiance caused interference with the learning process to a great extent. The results from the post-assessment on the same behavior factor indicated that the behavior continued to exist as an interference in the classroom. The teacher had been recommended not to directly proceed to the next identified behavior causing interference with the learning experiences. Disrespect-Defiance continues to prevent student number two from experiencing maximum learning within the classroom.

An interesting observation needs to be made at this time. Student number two obtained a total score of twenty on the Student Inventory Self-Rating Scale, and the teacher obtained a total score of fifteen by completing the DESB Profile on student number two during the pre-assessment period. The post-assessment scores indicated a reverse in the rating of the Disrespect-Defiance behavior as causing interference in the learning process. The student obtained a score of fourteen on the Student Inventory and the teacher obtained a total score of nineteen on the DESB Profile. The student showed an improved self-rating on the Disrespect-Defiance behavior in the post-assessment as compared to the teacher's rating of the student demonstrating an increase of disrespect for authority and rules.

The projected behavior strategies for student number two indicate a disagreement of the classroom behaviors identified between

the EH student and teacher. Student number two had been an excellent example for the utilization or application of the "Behavior Principle" to identify behaviors of disagreement since the behaviors of agreement had been exhausted. The identification of the behavior factors showing complete disagreement between the student and teacher as causing interference became evident during the pre-assessment period. The results from the assessment periods remained relatively consistent that neither student nor teacher changed their perceptions of the identified behaviors showing complete disagreement. The student and teacher continued to disagree on the interfering behaviors which cause interference in the classroom and the lack of academic independence.

The identified behaviors which interfere with the academic success as disagreed upon by the student and teacher are listed in the order of appearance on the DESB Scale for student number two. These behaviors are considered projected strategies for educational planning to include Classroom Disturbance, Comprehension, Irrelevant Responsiveness, and Needing Teacher's Attention. These behavior factors are considered as interfering with the learning process within the classroom because they are in the second or first standard deviation away from the center, sixty-eight percent range, of the DESB Scale.

Irrelevant Responsiveness indicated extreme differences in the student's rating and the teacher's rating of the behavior as causing the interference with the learning process. Student

number two perceived himself as telling stories that were untruthful, perceived himself as interrupting the teacher and also showing lack of attention during class activities. The student's self-ratings on the individual behavior factors and items on the Irrelevant Responsiveness remained relatively consistent during the assessment periods. The student's scores were within the second standard deviation from the center of the DESB Scale. The student perceived the Irrelevant Responsiveness behavior as being unacceptable and causing interference with the learning process. The special education teacher's scores were within the sixty-eight percent range of the DESB Scale which indicated that the teacher's perception of the Irrelevant Responsiveness behavior was acceptable and did not cause interference with learning. The disparity between the student and teacher perception of this behavior as causing interference in the academic success require additional evaluative methods and data analysis. The teacher needs to become more sensitive to the many reasons for such disparity to exist. The projective behavior strategies for Classroom Disturbance, Comprehension, and Needing Teacher's Attention identified as being in disagreement with student number two and teacher as causing interference with learning, require further modification in the future educational planning.

Figure 3 shows the projection of classroom behaviors which caused interference with learning as agreed between student number

FIGURE 3

PROJECTED BEHAVIOR STRATEGIES FOR STUDENT NUMBER THREE TO IMPROVE ACADEMIC INDEPENDENCE IN THE CLASSROOM

Entry Level of Interfering Behavior as Agreed by Both Student - Teacher	Proceed to Next Interfering Behavior as Agreed by Both Student - Teacher
Classroom Disturbance	Yes

Next Identified Interfering Behavior as Agreed by Both Student - Teacher

Irrelevant Responsiveness

Next Identified Interfering Behaviors Disagreed by Both Student - Teacher

Classroom Disturbance*

Extreme Reliance*

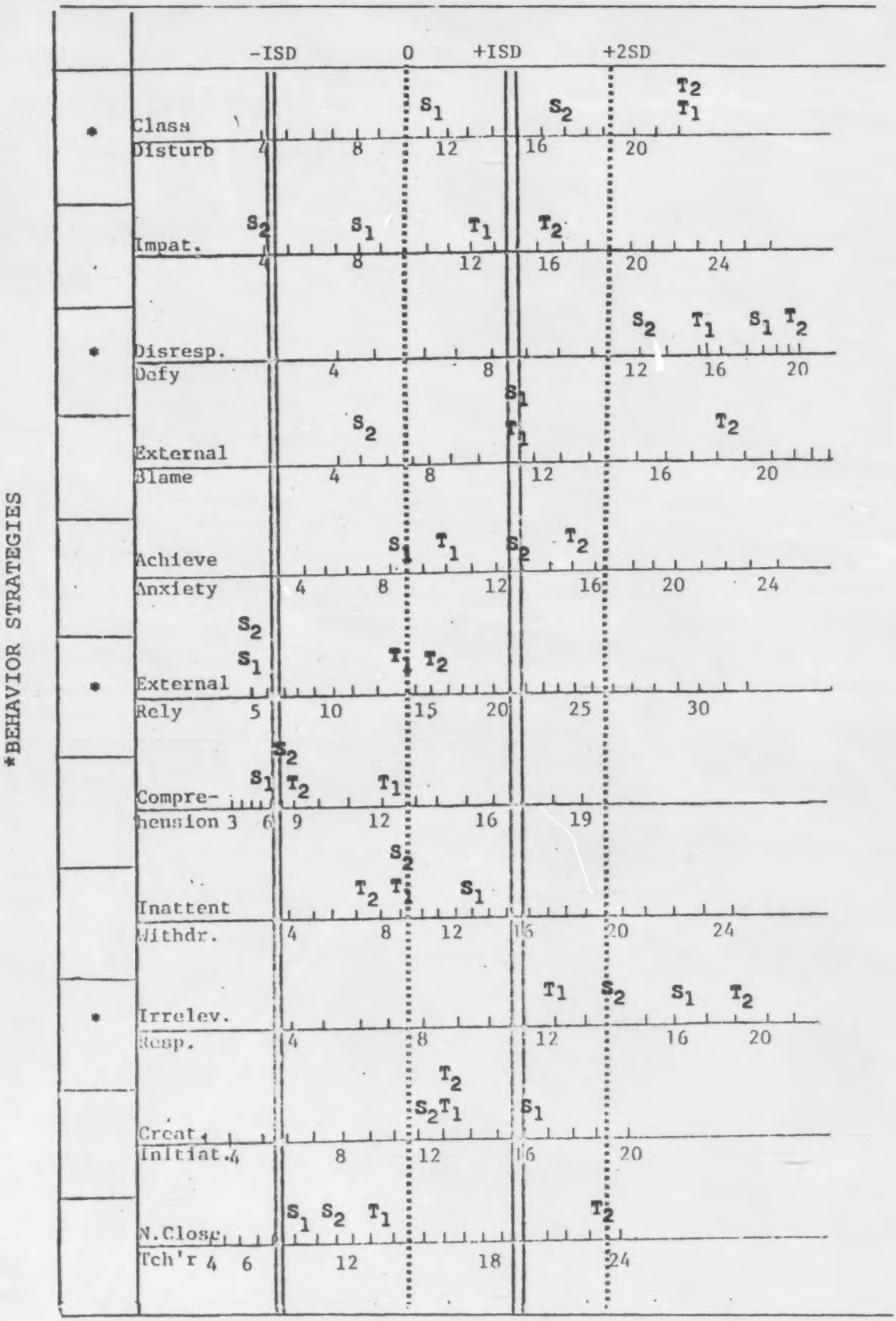
*Extreme difference in the student's rating and the teacher's rating of the behaviors as causing the interence with the learning process.

three and the teacher. The DESB Scale for student number three, page 52, shows the pre-assessment and post-assessment utilizing the DESB Profile and the Student Inventory.

Disrespect-Defiance was identified as the interfering classroom behavior which prevented the learning experiences to function at the student's potential. Student number three and teacher perceived the Disrespect-Defiance behavior as causing serious interferences with the academic success. During the pre-assessment, the teacher rated the student as Rarely speaking disrespectfully to the teacher. The teacher perceived the student demonstrating the Disrespect-Defiance behavior as being Very Frequent during the post-assessment. Student number three perceived himself as Sometimes demonstrating the disrespectful behavior which caused interference. His perception of the behavior changed during the post-assessment period to perceiving himself as Always demonstrating disrespect.

The student also perceived himself as Always defying the teacher during the pre-assessment period, but the student rated himself as Never defying the teacher during the post-assessment. The teacher's response of Very Frequently remained consistent during the pre-assessment and post-assessment periods on student number three demonstrating the behavior of defying the teacher. The student rated himself as Never making derogatory remarks about the subject taught in class on the pre-assessment to the opposite

DESB SCALE FOR STUDENT NUMBER THREE
Raw Score in Standard Score Units



rating of Always making derogatory remarks on the post-assessment. The student perceived himself as Always breaking rules at the time of the pre-assessment, but the student changed the perception of himself by giving a rating of Never on the post-assessment. The teacher remained relatively consistent in rating the student's behavior regarding the breaking of the rules during both assessment periods. The DESB Scale for student number three indicates that the student's total score improved during the post-assessment period on the Disrespect-Defiance behavior, but the teacher's total score on the post-assessment increased five points on the DESB Scale indicating more outward defiance behavior as perceived by the teacher.

The Disrespect-Defiance behavior was within the second standard deviation during both the pre-assessment and post-assessment periods. The student and teacher perceive the behavior as unacceptable and causing interference with the learning experience. The teacher needs to become sensitive in understanding and interpreting the opposite ratings on the behavior factors and separate items obtained during different assessment periods. The opposite rating response from an Always to a Never response on the same behavior item, require close teacher's observation, interpretation, and further modification to be included in the projective behavior strategies. The Disrespect-Defiance behavior continues to require modification to reduce the classroom interference with the learning process. The teacher has been recommended not to directly proceed

to the next identified behavior causing interference.

The projected behavior strategies for student number three indicate an agreement between student and teacher in Irrelevant Responsiveness behavior as causing interference with academic success. The pre-assessment score of student number three was within the second standard deviation of the DESB Scale as compared to the teacher's pre-assessment score within the first standard deviation of the scale. The results from the post-assessment were interesting in that the student and teacher reversed their perception of the Irrelevant Responsiveness behavior.

The student's total score of Irrelevant Responsiveness behavior indicated a slight decrease of classroom interference, but continued to be in the unacceptable range on the DESB Scale. The teacher's total score indicated an increase of the teacher's perception of the behavior as interfering with the learning process. The teacher needs to project the modification process to reduce the Irrelevant Responsiveness behavior along with the first identified behavior of Disrespect-Defiance as causing interference with the student working up to academic potential.

The projective behavior strategies for Classroom Disturbance and External Reliance identified as being in disagreement with student number three and teacher as causing interference with learning, require modification for future planning in developing educational and behavior objectives. The Classroom Disturbance

and the External Reliance behaviors indicated extreme differences in the student's rating and the teacher's rating as causing the interference with the learning experiences in the classroom. The disparity between the student and teacher perceptionof these behaviors as causing interference in learning, require a continued modification process along with additional evaluative methods and data analysis.

Figure 4 shows the projection of classroom behaviors which caused interference with learning as having no agreement between student number four and the teacher. The DESB Scale for student number four, page 57, shows the pre-assessment and post-assessment utilizing the DESB Profile and the Student Inventory.

This is a particular case in which the results showed that agreement of classroom behaviors identified as interfering with the learning success between the student and teacher was not existing during the assessment periods. This case had been an excellent example for the utilization or application of the "Behavior Principle" to identify behaviors of no agreement between student and teacher. The teacher analyzed the score results to identify which behavior factor existed further from the center of the DESB Scale.

The behavior factor of Needing Teacher's Attention was one standard deviation below the acceptable range on the Scale. The behaviors Needing Teacher's Attention and Disrespect-Defiance were perceived by student number four as causing serious interference

FIGURE 4

PROJECTED BEHAVIOR STRATEGIES FOR STUDENT NUMBER FOUR TO IMPROVE ACADEMIC INDEPENDENCE IN THE CLASSROOM

Entry Level of Interfering Behavior as Disagreed by Student - Teacher	Proceed to Next Interfering Behavior as Disagreed by Student - Teacher
Needs Teacher's Attention	Yes

Next Identified Interfering Behaviors Disagreed by Both Student - Teacher

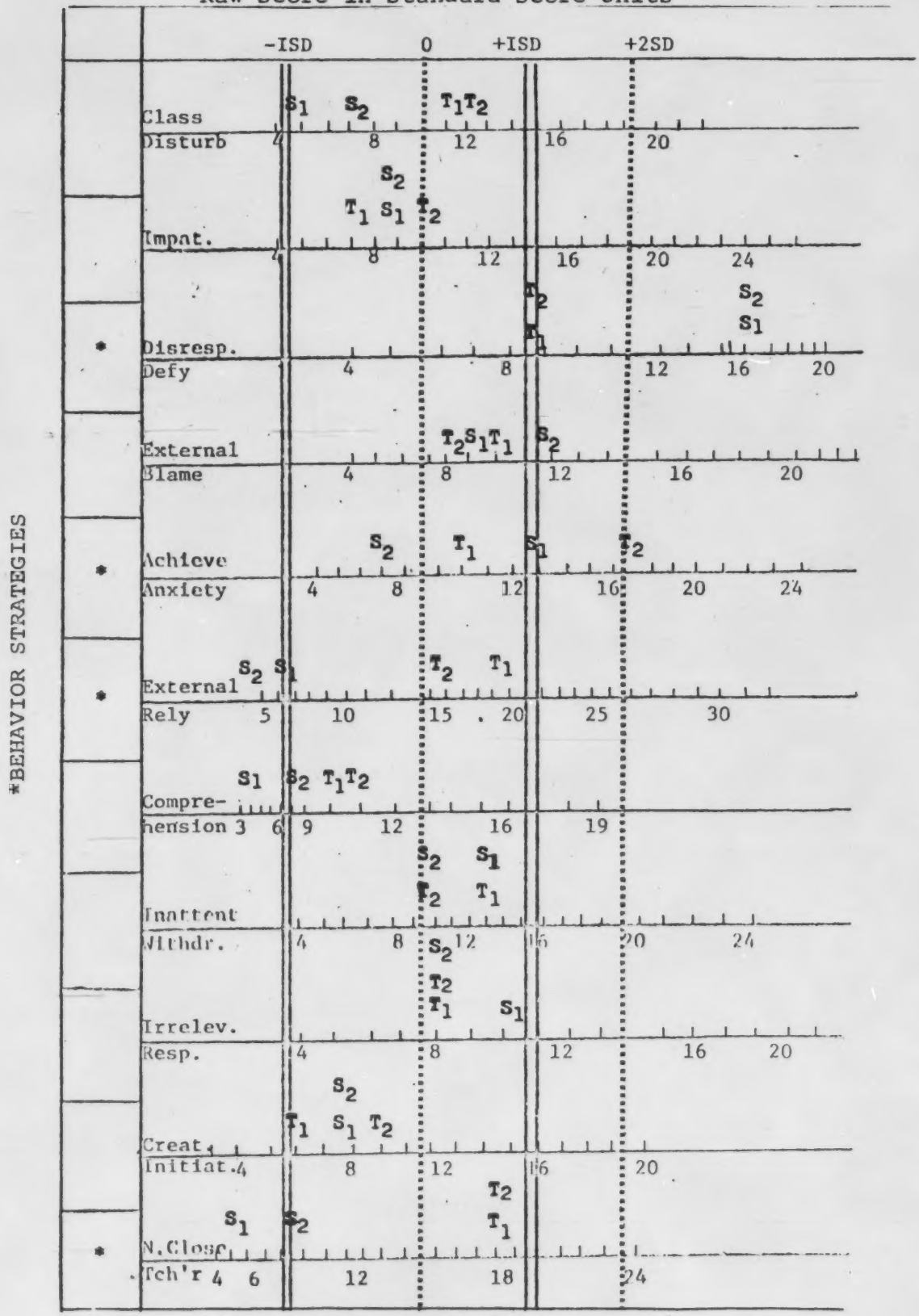
Disrespect-Defiance

Achievement Anxiety

External Reliance

All responses indicated extreme differences in the student's rating and the teacher's rating of the behaviors as causing the interference with the learning process.

DESB SCALE FOR STUDENT NUMBER FOUR
Raw Score in Standard Score Units



with academic success in the classroom. These identical behaviors were rated and perceived by the teacher to be functioning within the sixty-eight percent range on the Scale. The behaviors were perceived by the teacher as demonstrated in an acceptable manner within the classroom by the student.

The score from the post-assessment of student number four, Needing Teacher's Attention, improved. The score was on the borderline of the middle range which indicated that the student was demonstrating more acceptable behavior in seeking the teacher's assistance and having a friendlier attitude. The score from the post-assessment of the Disrespect-Defiance remained at the identical point on the DESB Scale. Student number four perceived himself as Always defying teacher as compared to the teacher's perception of student Occasionally showing defiance.

The teacher had been recommended to proceed to the next identified behavior factor causing interference with learning experiences in the classroom. The projected behavior strategies for student number four indicate a need to analyze the disagreement between student and teacher encompassing the Achievement Anxiety and External Reliance behaviors. The teacher needs to become more cognizant and develop deeper sensitivity in order to understand the many disparities of this particular case. These disparities between the student and teacher perception of behaviors as causing interference in the academic success of the student require more

extensive process of evaluation in order to properly and correctly modify these behaviors.

Figure 5 shows the projection of classroom behaviors which caused interference with learning as agreed between student number five and the teacher. The DESB Scale for student number five, page 61, shows the pre-assessment and post-assessment utilizing the DESB Profile and the Student Inventory.

Classroom Disturbance was identified as the interfering classroom behavior as agreed by student and teacher which prevented the learning experiences. The student and teacher expressed close agreement on the separate items included under Classroom Disturbance such as: 1) student needing control from the teacher, 2) student teasing classmates and, 3) student interfering with the work of other classmates. The student's and teacher's pre-assessment scores were within the first standard deviation from the center, sixty-eight percent range, of the DESB Scale. The student's post-assessment score was within the acceptable range, but the teacher's perception of the student's Classroom Disturbance behavior remained unchanged. The teacher continued to perceive the behavior as causing interference with the learning process. The teacher needs to continue to observe and modify the particular behavior which causes interference with learning in the classroom, but the teacher can directly proceed with modifying the next identified behavior.

FIGURE 5

PROJECTED BEHAVIOR STRATEGIES FOR STUDENT NUMBER FIVE TO IMPROVE ACADEMIC INDEPENDENCE IN THE CLASSROOM

Entry Level of Interfering Behavior as Agreed by Both Student - Teacher	Proceed to Next Interfering Behavior as Agreed by Both Student - Teacher
Classroom Disturbance	Yes

Next Identified Interfering Behavior as Agreed by Both Student - Teacher

Disrespect-Defiance

Next Identified Interfering Behaviors Disagreed by Both Student - Teacher

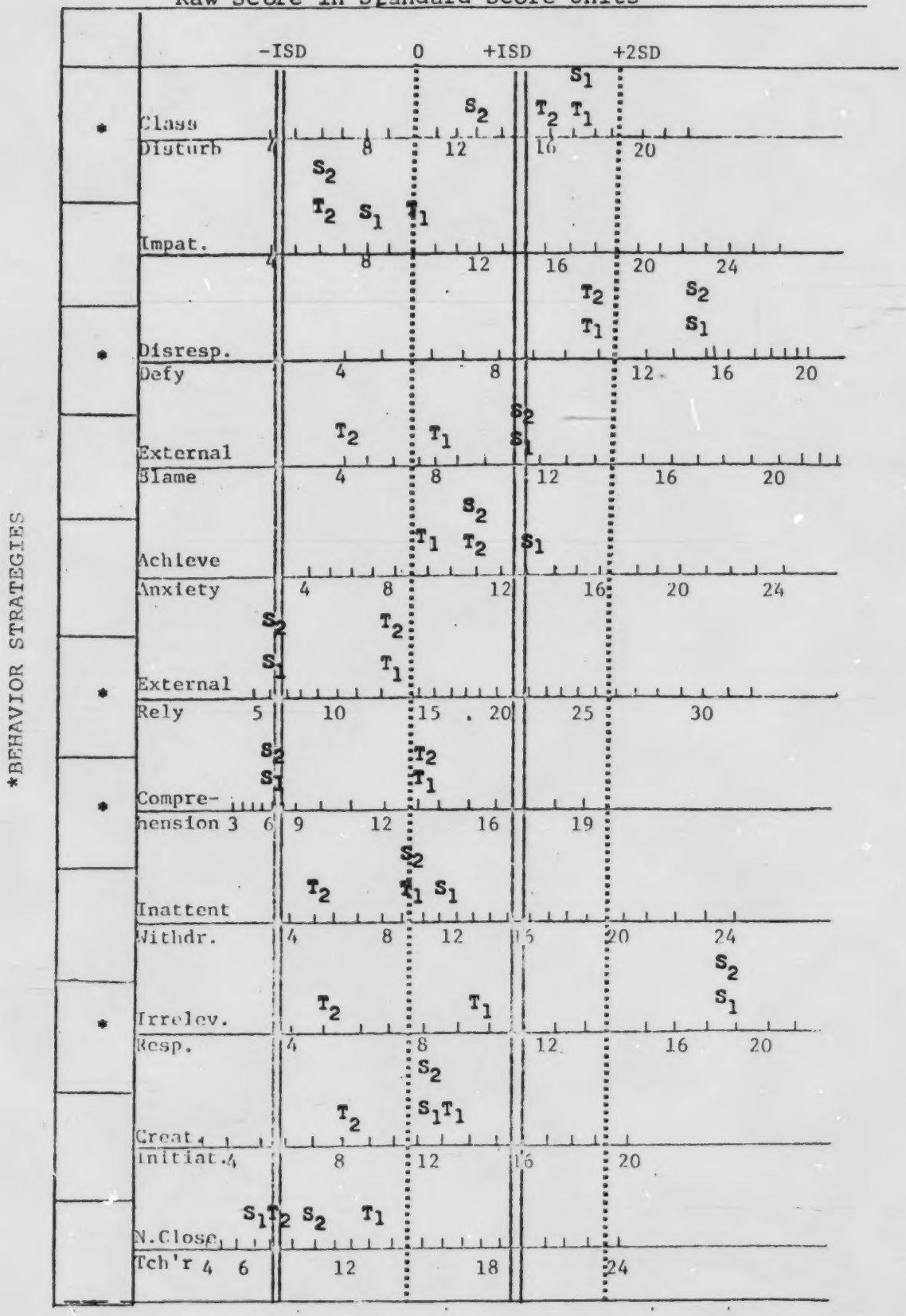
External Reliance

Comprehension

Irrelevant Responsiveness

DESB SCALE FOR STUDENT NUMBER FIVE

Raw Score in Standard Score Units



Disrespect-Defiance was the next identified behavior which caused interference with the learning process as agreed upon by student number five and teacher at both assessment periods. The student's scores were within the second standard deviation during the pre-assessment and post-assessment periods. The teacher's scores were within the first standard deviation during the same assessment periods. The student and teacher were in closee agreement on assessing Disrespect-Defiance and also on each separate item listed under the behavior factor. Their perception of the individual items were consistent in that both student and teacher concluded: 1) student showed disrespect, 2) student showed defiance toward the teacher and, 3) student showed disrespect for rules.

Student number five and the teacher agreed on identification of two behavior factors as causing interference in the classroom. The projected behavior strategies for student number five indicate a disagreement between the student and the teacher in the External Reliance Comprehension and Irrelevant Responsiveness behaviors as causing interference with academic success. The teacher needs to observe and continue to assess these behaviors which have been perceived differently as causing the interference in classroom. The disagreement on the student Needing the Teacher's Attention as an interfering behavior was a matter of degree of differences in understanding and interpreting the assessment scores as compared

to the major disagreement between student and teacher on the other behavior factors.

External Reliance and Comprehension showed almost the identical degree of disagreement on the part of student and teacher between the assessment periods. The strongest disagreement in perceiving interference behavior was in Irrelevant Responsiveness between student and teacher. The student was consistent in perceiving his Irrelevant behavior between the assessment periods. The teacher perceived Irrelevant behavior within the acceptable range during the pre-assessment and post-assessment periods. The teacher's pre-assessment score was ten and the post-assessment score was five. The interesting point can be made about the reverse position of the teacher's scores from the assessment periods even though they feel within acceptable range.

The identified behaviors which interfere with the academic independence as disagreed upon by student and teacher were considered projected strategies for educational planning to include continued modification on External Reliance, Comprehension, and Irrelevant Responsiveness behaviors. These behavior factors are considered as interfering with the learning experience in the classroom environment because they are away from the center, sixty-eight percent range, of the DESB Scale.

A detailed procedural outline for transporting the "Behavior Principle" model to other school personnel can be found in the next chapter for further implementation.

CHAPTER 4

THE EVALUATION AND TRANSPORTABILITY OF A PILOT PROGRAM

The evaluative procedures of this practicum considered the development and implementation of apilot program model dealing with classroom achievement of EH students compared with their academic abilities demonstrated in the classroom utilizing a behavior awareness technique. The evaluation also considered the transportable aspect of the model to other personnel working with EH students in the Dade County area. The conclusive evaluation included the fact that the "Behavior Principle" established a basic behavior technique for improving the classroom learning process.

The developmental model implemented at West Homestead Elementary School assessed the number of academic assignments completed by the five EH students. The model also assessed specific observable classroom behaviors which caused interference with learning up to the students' potential as indicated by the psychological IQ scores. The practicum considered the effective as well as the cognitive domain when meeting the needs of the EH students. The identified behavior needs had to improve in the classroom if the students' time and energies were to be geared toward the

improvment of academic independence.

The practicum dealt with specific classroom behaviors which were identified for immediate modification in order to plan for the students' academic and behavior progress. This balance in the educational planning through the implementation of the "Behavior Principle" included:

1. The special education teacher completed the DESB Profile on the five EH students.

2. The EH students responded to the Student Inventory Self-Rating Scale.

3. The utilization of the formula for the Student Inventory which correlated with the DESB Profile was computed.

4. The interfering behavior factors were pinpointed to decrease the demonstration of those behaviors to a more acceptable mode to gain an increase of academic independence.

The "Behavior Principle" technique gave a measurable prediction for the identification of specific classroom behaviors which interfered with the learning process. This chapter outlines the three components of this practicum.

The first component of the practicum was the need for the teacher to develop skills in the utilization of the "Behavior Principle." The special education teacher at West Homestead Elementary School demonstrated an understanding in the application of the behavior awareness technique for one hundred percent

identification of the students' behavior needs to increase classroom learning. The teacher gave indication of implementation of the "Behavior Principle" as part of the classroom routine to increase the academic independence of the five EH students.

The second component of the practicum was to show progress in the students' academic and behavior areas through the utilization of the behavior awareness technique. Table 4 shows the number of academic assignments completed before the utilization of the "Behavior Principle" compared with the increased number of academic assignments completed after the utilization of the technique. The total number of academic assignments completed gave a concrete indication of an increase in academic independence. The grade levels for each basic subject remained relatively the same which indicated that the duration of time for the practicum was not long enough to document such academic improvement.

Table 4 also shows the number of completed assignments at the post-assessment for student number one was five in mathematics, six in reading, and one assignment in spelling. Student number one showed a forty-one percent increase in the total assignments completed after the utilization of the behavior awareness technique. The full IQ score of 80 approached the average range, but student number one achieved the least academic independence of the other four EH students.

Student number two completed one additional assignment in

TABLE 4

LEVELS OF ACHIEVEMENT AT ENTRY COMPARED WITH EH STUDENTS' OUTPUT OF CLASSROOM ACADEMIC WORK IN BASIC SUBJECT AREAS

Student No. and IQ	No. of Completed Assignments at Pre-Assessment			TOTAL	Projected No.of Completed Assign. at Post-Assess.			TOTAL	No. of Completed Assignments at Post-Assessment			TOTAL	% of Increased Completed Assign.
	Math	Read	Spell		Math	Read	Spell		Math	Read	Spell		
One (80)	1	2	2	5	5	6	1	12	5	6	1	12	41%
Two (83)	1	2	2	5	2	3	4	9	2	3	4	12	55%
Three (70)	2	1	0	3	2	3	2	7	2	3	2	7	71%
Four (60)	2	2	2	6	4	5	4	13	4	5	4	13	46%
Five (86)	3	2	2	7	5	4	4	13	5	4	4	13	58%

mathematics and reading and two additional assignments in spelling. Student number two showed a fifty-five percent increase in the total assignments completed. This student had the next highest full IQ of 83 which indicated capabilities to complete the work.

Student number three projection for assignments completed remained the same at the pre-assessment of two assignments in mathematics, an increase of two completed assignments in reading and an increase of two assignments in spelling. Student number three had a suppressed IQ of 70, but this student had achieved the most academic independence by showing a seventy-one percent increase in the total assignments completed at the post-assessment period.

Student number four completed assignments at the post-assessment period for the basic subject areas; four assignments in mathematics, five in reading and four assignments in spelling. Student number four had a full IQ of 60 whom the psychologist thought was functioning in the mentally retarded range. This student showed a forty-six percent increase in the total assignment completed from the pre-assessment to the post-assessment period.

The number of assignments completed at the post-assessment period for student number five was an increase of two assignments in mathematics and an increase of two assignments each for reading and spelling. Student number five showed a fifty-eight percent

increase in the total assignments completed. The full IQ of 86 was the highest score within the class; student showed the second highest percentage in completed assignments to demonstrate a gain in academic independence.

Table 5 shows a summary of the complete concept of the "Behavior Principle" - to increase academic independence through a decrease in observable classroom behaviors. Column two indicates the entry level of interfering behaviors as identified by student and teacher. Column three shows the increased percentage of completed assignments. Column four reveals a significant point about the next identified behavior interfering with the learning process through the application of the behavior awareness technique. All five students showed a need to decrease the Disrespect-Defiance behavior in order to increase their academic independence.

All five EH students showed a percentage increase in the assignments completed at the end of the practicum. Three of the five students were to proceed to the next interfering behavior with the learning process as identified through the utilization of the "Behavior Principle."

Student number one demonstrated Classroom Disturbance behavior within the acceptable range and the behavior was not interfering with the learning. Student number four demonstrated Needing Closeness or Teacher's Attention within the acceptable range, and the behavior was modified to occasional occurrence

TABLE 5

SUMMARY OF ANALYZING EH STUDENTS' ACADEMIC AND BEHAVIOR AREAS UTILIZING THE "BEHAVIORAL PRINCIPLE" CONCEPT TO IMPROVE ACADEMIC INDEPENDENCE IN THE CLASSROOM

Column I	Column II	Column III	Column IV
Student No. and IQ	Entry Level of Identified Interfering Behavior	Percentage of Assignments Increased	Next Identified Interfering Behavior
	Pre-Assessment		Post-Assessment
One (80)	Classroom Disturbance	41	Disrespect-Defiance
Two (83)	Disrespect-Defiance	55	Disrespect-Defiance*
Three (70)	Disrespect-Defiance	71	Disrespect-Defiance*
Four (60)	Closeness to Teacher	46	Disrespect-Defiance
Five (86)	Classroom Disturbance	58	Disrespect-Defiance

*Students number two and three continued to demonstrate Disrespect-Defiance behavior within the unacceptable range during both the pre-assessment and post-assessment periods. Student number two and the special education teacher continued to identify the defiant behavior as causing interference with academic independence. Student number two needs to decrease the defiant behavior by thirteen times a day as compared to the present fifteen times a day. Student number three and the special education teacher also continued to identify defiance in the classroom as the interfering behavior with the learning process. The Disrespect-Defiance behavior needs to decrease by twice a day as compared to the present four times a day.

rather than continuous annoyance which prevented the learning and achievement to function closer to the student's potential. Student number five demonstrated the Classroom Disturbance behavior closer to the acceptable range. The teacher was recommended to proceed to the next identified interference behavior.

The third component of the practicum was to transport the pilot program model to other educational sites in Dade County. The guidelines for utilization of the behavior awareness technique to assess the academic performance and to identify the specific observable classroom behavior, causing the interference with the learning process, was packaged for future implementation with classes having EH students. The transportability of the "Behavior Principle" was documented by conducting the professional in-service meeting for personnel working with EH students in Dade County.

CHAPTER 5

TRANSPORTING THE "BEHAVIOR PRINCIPLE" MODEL TO OTHER SCHOOLS

A professional in-service meeting was planned and conducted with the assistance of the Director of Exceptional Student Programs at the South Area office in Dade County. The Project Manager of the School/Mental Health Agency for the Emotionally Handicapped Students in Dade County also assisted in the planning of the meeting. The in-service meeting involved seven special education teachers and a school psychologist presently working with the school/mental agency co-operative project.

The initial planning of the professional in-service meeting began with a conference with the Director of Exceptional Student Programs at the South Area office. The letter written to the director suggesting a date for the in-service meeting in order to meet the objectives developed for this practicum can be found in appendix F, page 95. A copy of a letter sent to one of the observers for this practicum was also forwarded to the same director for informational purposes can be found in appendix G, page 97. The unforeseen schedule conflicts with the personnel involved in the professional in-service meeting necessitated the changing of

the meeting dates. The three letters sent to the school/mental health project manager can be found in appendix H, page 100.

The major components of the in-service meeting was to give complete instruction on the utilization of the "Behavior Principle." The in-service also offered an explanation of the dynamics of the systematic assessment procedure which was developed and implemented with five EH students at West Homestead Elementary School. The in-service meeting provided sufficient information concerning the detailed design of the "Behavior Principle" in order to be transported to the classrooms of the teachers attending the meeting.

A folder was prepared for the personnel attending the in-service meeting. They were given the opportunity to gain insight and increase their competencies in understanding and implementing the "Behavior Principle." The meeting offered detailed directions for procedures in assessing classroom behaviors and processing the informational feedback to the special education teacher for appropriate educational planning.

The Student Inventory Self-Rating Scale and the Devereux Elementary School Behavior Profile were explained during the in-service meeting as evaluative procedures to effectively assess the classroom behaviors causing interference with the academic independence or performance of EH students. The complete folder can be found in appendix I, page 104. The folder included:

1. Informational Sheet - A brief outline and purpose of the professional in-service meeting.

2. Operational Definition - The definition of "Behavior Principle" which established a reference point for the personnel attending the meeting.

3. The Student Inventory Self-Rating Scale - The development and implementation of the Inventory was presented in correlation with the DESB Profile. The purpose of the Inventory was further explained as centering around the classroom behavior needs of the EH students.

4. Devereux Elementary School Rating Profile - The in-service offered the personnel to review and work with the Student Inventory and the DESB Profile in order to learn the application of the "Behavior Principle" technique.

5. Response Sheets - The sheets were developed to make the scoring process easier when recording the pre-assessment and post-assessment results.

6. Raw Score In Standard Score Units - The copy of the original DESB Scale utilized as part of the "Behavior Principle" was explained when recording the results from the student (application of the new formula) and the DESB Profile.

7. Sample of Student's and Teacher's Responses - The scores from a pre-assessment and post-assessment were recorded on the original DESB Scale. The sample presented an opportunity to discuss

and interpret the results obtained from the assessment periods. The personnel had the opportunity to identify the classroom behaviors showing agreement between the EH student and teacher. They identified the behaviors furthest away from the center of the scale which can cause interference with the academic performance.

8. Individual Education Plan - The plan was developed from the sample of students' and teachers' responses as mentioned in number seven. The plan pointed out that assessing the classroom behaviors according to the "Behavior Principle" can become part of the plan for the EH students when developing the yearly objectives.

The special education teacher at West Homestead Elementary School who utilized the "Behavior Principle" with the five EH students explained the technique at the meeting. The teacher explained the process of assessment, identification, and modification of the classroom behaviors which caused interference with academic success. The school psychologist who attended the meeting with the school/mental health agency co-operative staff expressed an interest in arranging another such in-service meeting for teachers having classes for emotionally handicapped students in Dade County.

The "Behavior Principle" technique was made available through the South Area office for further dissemination to other schools. Also, the author of the practicum has been available for other professional in-service meetings. The personnel attending the

in-service meeting made suggestions to improve other such meetings. They suggested the need for two separate meetings because of the many components involved in explaining the "Behavior Principle" technique.

A questionnaire was given to the personnel to complete after the meeting. The questionnaire can be found in appendix J, page 118. The feedback obtained from the short questionnaire indicated a general interest in the utilization of the technique. The personnel were instructed to remain anonymous when responding to the questionnaire and return it at the door when leaving the meeting.

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APPENDIX A

LETTERS TO ESTABLISH PRELIMINARY PROCEDURES FOR THE PRACTICUM

SYLVANIA HEIGHTS ELEMENTARY SCHOOL

5901 SOUTHWEST SIXTEENTH STREET

MIAMI, FLORIDA 33155

NAOMI C. BONNABEL
PRINCIPAL

September 10, 1979

Dr. J. L. Jones
SUPT. DADE COUNTY SCHOOLS

Kenneth B. Tiktin, Assistant Principal
Special Education Department
West Homestead Elementary School
1550 S. W. 16 Street
Homestead, Florida

Dear Mr. Tiktin:

During our conference on August 10, 1979, the preliminary procedures of my Individual Practicum for Nova University were discussed. The concept of the practicum will be:

> The Development and Implementation of a Transportable Model for the Management of Classroom Behaviors of Emotionally Handicapped Students at the Elementary School Level Through a Behavioral Principle Technique.

I plan to be at your school within a few weeks. I am developing the necessary forms for the teachers to use during the testing periods for reporting the results. A material packet will be sent to your school for your information. A complete testing packet with the directions and procedures will be prepared for the teachers. Individual testing folders for the students will be given to the teachers during the orientation meeting.

You will be kept informed of the practicum involving your students from the emotionally handicapped class and their teacher. I am sincerely looking forward to working with you and your special education staff at the school.

Thank you for the time that you spent with me during the conference and the telephone conversations in order to discuss procedures. I will be contacting you for confirmation of a time block schedule to follow during the implementation of the model.

Sincerely,

E. L. Auerbach

E. L. Auerbach, Assist. Principal

SYLVANIA HEIGHTS ELEMENTARY SCHOOL

5901 SOUTHWEST SIXTEENTH STREET

MIAMI, FLORIDA 33155

NAOMI C. BONNABEL
PRINCIPAL

October 10, 1979

Dr. J. L. Jones
SUPT. DADE COUNTY SCHOOLS

Kenneth B. Tiktin, Assistant Principal
Special Education Department
West Homestead Elementary School
1550 S. W. 16 Street
Homestead, Florida

Dear Mr. Tiktin:

On October 2, 1979, an orientation meeting was conducted, also telephone conversations on October 9, and October 10, 1979, to discuss the project involving:

> The Implementation of the Transportable Model for the Management of Classroom Behaviors of Emotionally Handicapped Students at the Elementary School Level Through a Behavioral Principle Technique.

The teacher was responsive to the procedural plans to be utilized in the classroom. The classroom aide was present during the orientation meeting and ways were discussed in which the aide would be involved in the testing.

Please convey my appreciation to the teacher for her sincere cooperation, eagerness, and enthusiasm for the project. I will be in close contact with her and plan to be at the school again. Updated information with individual test packets for the students were given to the teacher during the orientation.

I gave you an Informational Packet for your future reference. You may wish to keep the materials for further implementation in other exceptional classes having students with behavioral problems. I will call you periodically regarding the implementation of the present model.

Again, thank you for the latitude you are giving me to work at your school in the Special Education Department.

Sincerely,

E. L. Auerbach

E. L. Auerbach, Assist. Principal

APPENDIX B

ELEVEN MAJOR BEHAVIOR FACTORS FROM THE DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE (DESB) PROFILE

The eleven major behavioral factors are:

Factor 1--Class Disturbance

The items tapping classroom disturbance behaviors measures the extent to which the student's behavior is active, social, and disruptive. These behaviors necessitate teacher imposition of controls and structure in order to guide the student back to work.

Factor 2--Impatience

The items are concerned with an inappropriate drive to enter into and complete the work assigned. There appears to be an underlying common element of impatience or impulsivity, and related absence of reflectiveness when work is assigned. Students in special class will usually demonstrate more behavior labled impatient.

Factor 3--Disrespect-Defiance

The items tap the extent to which the student manifest open disrespect for or resistance to the school, the subject matter being taught and the teachers. Such behaviors occurs more frequently in special than regular classes.

Factor 4--External Blame

The items measures the extent to which the child expresses the feeling that it is the external circumstances which are the sources of his difficulties. Highly anxious students generally do poorly in academic areas than less anxious students. These external blame behaviors have been found to occur more frequently in special class.

Factor 5--Achievement-Anxiety

The items deal with elements of outward display of disturbance concerning the inability to meet the achievement demands of the teacher and/or school situation.

Factor 6--External Reliance

The items tap the degree of the student's inability to make independent decisions, to hold opinions, and to take independent action without the support and direction of others. There is an overdependence upon the external structure and support in order to function in the academic settings. This behavior occurs more frequently among students in special class.

Factor 7--Comprehension

The items may indicate the student's ability to understand at the time of teaching, but may not retain or be able to produce the material when necessary. Poor comprehension is rated as occuring mostly in special classes.

Factor 8--Inattentive-Withdrawn

The items tap the tendency to lose contact with what is going on in class. Such behavior is more apt to occur in special than regular classes and has been found to typify many underachieving students in regular classes.

Factor 9--Irrelevant-Responsiveness

The items tap the extent to which the student's vergal responses in class are irrelevant; these factors are inappropriate, non-contributory and not conducive to successful learning. These behaviors occur more frequently among students in special class.

Factor 10--Creative Initiative

The items are related to achievement, measuring the degree to which the student exhibits active personal involvement in and positive motivation to contribute to the learning situation. The student achieving tends to display more of this behavior.

Factor 11--Need for the Closeness of the Teacher

The items tap the extent to which student likes to be close to, seek out and offer to do things for the teacher. This behavior has been found to be positively related to achievement in special class and in the early grades in the regular classes.

APPENDIX C

STUDENT INVENTORY SELF-RATING SCALE

STUDENT INVENTORY SELF-RATING SCALE

		Always	Sometimes	Never
1.	I work after the directions are given.	3	2	1
2.	I feel that the teacher helps me.	3	2	1
3.	I bring things to class to share during the lesson with the class.	3	2	1
4.	I can tell a story in an interesting way.	3	2	1
5.	I show respect to my teacher.	3	2	1
6.	I start classroom discussions.	3	2	1
7.	I do what I am asked. I'll answer back by saying, "I'll do it."	3	2	1
8.	I try to talk to my teachers before or after my classes about personal problems.	3	2	1
9.	I make bad remarks about the subjects in school. For example, "Spelling is stupid."	3	2	1
10.	I understand what I read.	3	2	1
11.	I have to be corrected by my teacher because of my behavior.	3	2	1
12.	I poke, make fun of, and tease my classmates.	3	2	1
13.	I like to annoy or bother my classmates.	3	2	1
14.	I tell stories that are untruthful and make the person believe something else.	3	2	1
15.	I give answers having to do with the questions asked.	3	2	1
16.	I follow classroom rules.	3	2	1
17.	I talk when the teacher is talking.	3	2	1
18.	I pay attention when the teacher explains something to me.	3	2	1

Name_____

Continued	Always	Sometimes	Never
19. I offer to do things for my teacher. For example, erasing the board, empty pencil sharpener.	3	2	1
20. I look at my teacher when she is explaining a lesson.	3	2	1
21. I share my out of school experiences with my classmates that have to do with the lesson.	3	2	1
22. I am worried about the grades and scores that I receive on a test.	3	2	1
23. I worry about giving the right answer.	3	2	1
24. I look to see how my classmates do an assignment before I begin to do my assignment.	3	2	1
25. I feel that my teachers call on my like she calls on the others.	3	2	1
26. I make unnecessary remarks during a lesson or classroom discussion.	3	2	1

Name_____

APPENDIX D

DEVEREUX ELEMENTARY SCHOOL BEHAVIOR
RATING SCALE (DESB) PROFILE

DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE *

George Spivack, Ph.D. and Marshall Swift, Ph.D.

Devereux Foundation Institute for Research and Training

DESB PROFILE

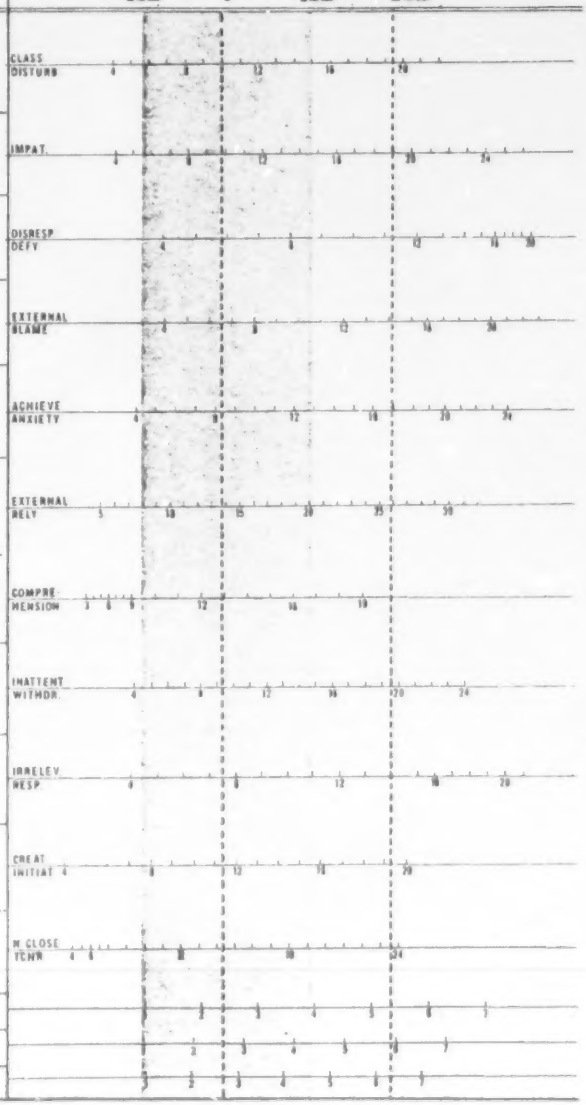
Student's Name _____ Teacher's Name _____

Student's Sex _____ Age _____ Academic Subject _____

Grade _____ School _____ Date of Rating _____

Behavior Factor	Factor Item Raw Scores	Tot'l Raw Sc.
1. Classroom Disturbance	needs control 11 ___ 13 ___ interfere teases 12 ___ 30 ___ drawn in	
2. Impatience	starts 1 ___ 44 ___ go back sloppy 36 ___ 47 ___ rushes	
3. Disrespect-Defiance	disrespect 5 ___ 9 ___ subject defy t'ch'r. 7 ___ 16 ___ rules	
4. External Blame	t'ch'r. help 2 ___ 34 ___ blames called on 25 ___ 38 ___ too hard	
5. Achievement Anxiety	test scores 22 ___ 31 ___ testing right answ. 23 ___ 33 ___ sensitive	
6. External Reliance	see others 24 ___ 42 ___ swayed rely t'ch'r. 29 ___ directions 32 ___ 46 ___ choices	
7. Comprehension	understands 10 ___ 37 ___ recites applies 35 ___	
8. Inattentive - Withdrawn	lose attn. 18 ___ 28 ___ oblivious not attnd. 20 ___ 43 ___ reachable	
9. Irrelevant - Responsiveness	exagg. story 14 ___ 17 ___ interrupt answers 15 ___ 26 ___ irrel. talk	
10. Creative Initiative	brings in 3 ___ 6 ___ start disc. act. imag. 4 ___ 21 ___ talk exper.	
11. Need Closeness to Teacher	seeks t'ch'r. 8 ___ 39 ___ friendly helps 19 ___ 45 ___ phys. close	
Additional Items	27 Unable change 40 Quits 41 Slow Work	

Raw Score in Standard Score Units



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89 96

YOU ARE GOING TO RATE THE OVERT BEHAVIOR OF A STUDENT. FOR ITEMS 1-26 USE THE RATING SCALE BELOW. WRITE YOUR RATING (NUMBER) FOR EACH ITEM IN THE BOX TO THE LEFT OF THE ITEM NUMBER.

Very frequently	Often	Occasionally	Rarely	Never
5	4	3	2	1

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, HOW OFTEN DOES THE CHILD...

Rating	Item
☐	1. Start working on something before getting the directions straight?
☐	2. Say that the teacher doesn't help him enough (i.e., won't show him how to do things, or answer his questions)?
☐	3. Bring things to class that relate to current topic (e.g., exhibits, collections, articles, etc.)?
☐	4. Tell stories or describe things in an interesting and colorful fashion (e.g., has an active imagination, etc.)?
☐	5. Speak disrespectfully to teacher (e.g., call teacher names, treat teacher as an equal, etc.)?
☐	6. Initiate classroom discussion?
☐	7. Act defiant (i.e., will not do what he is asked to do, says: "I won't do it")?
☐	8. Seek out the teacher before or after class to talk about school or personal matters?
☐	9. Belittle or make derogatory remarks about the subject being taught (e.g., "spelling is stupid")?
☐	10. Get the point of what he reads or hears in class?
☐	11. Have to be reprimanded or controlled by the teacher because of his behavior in class?
☐	12. Poke, torment, or tease classmates?
☐	13. Annoy or interfere with the work of his peers in class?
☐	14. Tell stories which are exaggerated and untruthful?
☐	15. Give an answer that has nothing to do with a question being asked?
☐	16. Break classroom rules (e.g., throw things, mark up desk or books, etc.)?
☐	17. Interrupt when the teacher is talking?
☐	18. Quickly lose attention when teacher explains something to him (e.g., becomes fidgety, looks away, etc.)?
☐	19. Offer to do things for the teacher (e.g., erase the board, empty the pencil sharpener, open the door, get the mail, etc.)?
☐	20. Makes you doubt whether he is paying attention to what you are doing or saying (e.g., looks elsewhere, has blank stare or faraway look, etc.)?
☐	21. Introduce into class discussion personal experiences or things he has heard which relate to what is going on in class?
☐	22. Get openly disturbed about scores on a test (e.g., may cry, get emotionally upset, etc.)?
☐	23. Show worry or get anxious about knowing the "right" answers?
☐	24. Look to see how others are doing something before he does it (e.g., when teacher gives a direction, etc.)?
☐	25. Complain teacher never calls on him (e.g., that teacher calls on others first, etc.)?
☐	26. Make irrelevant remarks during a classroom discussion?

FOR ITEMS 27-47 USE THE RATING SCALE BELOW:

Extremely	Distinctly	Quite a bit	Moderately	A little	Very slightly	Not at all
7	6	5	4	3	2	1

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, TO WHAT DEGREE IS THE CHILD...

Rating	Item
☐	27. Unable to change from one task to another when asked to do so (e.g., has difficulty beginning a new task, may get upset or disorganized, etc.)?
☐	28. Oblivious to what is going on in class (i.e., not "with it," seems to be in own "private" closed world)?
☐	29. Reliant upon the teacher for directions and to be told how to do things or proceed in class?
☐	30. Quickly drawn into the talking or noise-making of others (i.e., stops work to listen or join in)?
☐	31. Outwardly nervous when a test is given?
☐	32. Unable to follow directions given in class (i.e., need precise directions before he can proceed successfully)?
☐	33. Sensitive to criticism or correction about his school work (e.g., gets angry, sulks, seems "defeated", etc.)?
☐	34. Prone to blame the teacher, the test, or external circumstances when things don't go well?
☐	35. Able to apply what he has learned to a new situation?
☐	36. Sloppy in his work (e.g., his products are dirty or marked up, wrinkled, etc.)?
☐	37. Likely to know the material when called upon to recite in class?
☐	38. Quick to say work assigned is too hard (e.g., "you expect too much," "I can't get it," etc.)?
☐	39. Responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)?
☐	40. Likely to quit or give up when something is difficult or demands more than usual effort?
☐	41. Slow to complete his work (i.e., has to be prodded, takes excessive time)?
☐	42. Swayed by the opinion of his peers?
☐	43. Difficult to reach (e.g., seems preoccupied with his own thoughts, may have to call him by name to bring him out of himself)?
☐	44. Unwilling to go back over his work?

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, TO WHAT DEGREE DOES THE CHILD...

☐	45. Like to be close to the teacher (e.g., hug or touch the teacher, sit or stand next to teacher, etc.)?
☐	46. Have difficulty deciding what to do when given a choice between two or more things?
☐	47. Rush through his work and therefore make unnecessary mistakes?

APPENDIX E

OUTLINE FOR TEACHER'S ORIENTATION AT
WEST HOMESTEAD ELEMENTARY SCHOOL

Teacher:

Each student has an assessment folder for your convenience during the assessment periods. The sequential steps are outlined for the utilization of program procedures to be implemented for behavior identification of the emotionally handicapped students in the class.

1. The teacher is to:

   a. Complete the Devereux Rating Scale on each student. The test is included in each folder.

   b. Administer the Student Inventory/Self-Rating Scale to each student. The teacher can administer the test by reading the statements to the students. The teacher should explain the words: ALWAYS (3), SOMETIMES (2), and NEVER (1). The Student Inventory can be administered to the class, small groups, or individual students. The teacher must make the decision for the best testing environment.

2. The following information is found in the student assessment folders:

   a. Student Inventories (2) are in each folder. The xerox copy is to be used for the pre-assessment period and the ditto copy is for the post assessment period. Write the words pre-assessment and post-assessment along with the dates of administration on each test.

   b. Behavior Factor Response Sheets list the areas directly from the Devereux Profile. The sheets consist of columns for the assessment periods to provide an easier scoring procedure. The total Raw Scores from the Devereux Profile will be written on the sheet by each factor. The Behavior Factor Response also provides columns for the scores obtained from the Student Inventory.

   c. Summary Standards Score Units provides a total for all items listed under one specific behavior factor. The assessment formula for computing the student's total score must be applied when charting the scores.

   d. Charting of Standards Score Units is taken from the total scores which are listed from the above form. The total scores from the Devereux Rating Scale and the Student Inventory are charted and indicated on the graph utilizing the assessment code:

T for Teacher
S for Student

e. Correlated Charts of Behavior Needs is an evaluative procedure to identify behaviors functioning furthest from the 68 percent range causing interference with the student's classroom success. The behaviors which are 2 S.D. beyond the center (68 percent range) of the standard score units and 1 S.D. below the center (68 percent range) of the standard score units will be charted.

3. Sequential steps are to be repeated during the post-assessment period in order to complete the cycle of behavior identification which fall the furthest from the 68 percent range causing interference with the student's classroom success.

APPENDIX F

DIRECTOR OF EXCEPTIONAL STUDENT PROGRAMS
FOR PLANNING THE IN-SERVICE MEETING

SYLVANIA HEIGHTS ELEMENTARY SCHOOL

5901 SOUTHWEST SIXTEENTH STREET

MIAMI, FLORIDA 33155

NAOMI C. BONNABEL
PRINCIPAL

March 25, 1980

Dr. L. Britton
SUPT. DADE COUNTY SCHOOLS

Mrs. Martha A. Boden
Director of Exceptional Student Programs
South Area Office
9040 S. W. 79 Avenue
Miami, Florida

Dear Mrs. Boden:

Enclosed is a copy of a letter sent to Mr. Angel to keep him informed of the progress of the practicum. Mr. Angel is one of the observers for my project.

I have communicated with him by telephone and felt that a procedural outline was necessary at this time for updating the information on the progress of the project. I would like him to have the opportunity to attend the meeting planned for the teachers of EH students. At the meeting Mr. Angel will be given the information firsthand along with the teachers as to the outcome of the project and the transportable procedures.

Mrs. Boden, I sincerely appreciate your assistance and support that you have given me. I want you to know that I have been working with the two teachers in preparation for the professional meeting. April 7, 1980, is a teachers' workday and might be a good day to plan such a meeting. Later in the school year could present problems such as planning for summer school or the routine closing of school.

The above date is only a suggestion, any date will be suitable and I will make the necessary arrangements with the two teachers for the presentation at the meeting. Thank you again for your professional support in my undertaking this school year.

Gratefully yours,

E. L. Auerbach

E. L. Auerbach, Assist. Principal

APPENDIX G

LETTER TO AN OBSERVER OF THIS PRACTICUM

SYLVANIA HEIGHTS ELEMENTARY SCHOOL

5901 SOUTHWEST SIXTEENTH STREET

MIAMI, FLORIDA 33155

NAOMI C. BONNABEL
PRINCIPAL

March 25, 1980

Dr. L. Britton
SUPT. DADE COUNTY SCHOOLS

Charles R. Angel, Assistant Principal
Gulfstream Elementary School
Exceptional Student Program
20900 S. W. 97 Avenue
Miami, Florida

Dear Mr. Angel:

This letter is mainly to inform you of my practicum being conducted at West Homestead Elementary School with five of the students in the emotionally handicapped (EH) class. This endeavor has two developmental stages involved in the process: 1) To work with the EH students in assessing their classroom behaviors which interfere with opportunities to increase the learning experiences; and 2) To transport the practicum to other schools by making it available to teachers having a class of EH students.

I have spoken to you briefly on the telephone, but I feel that it is necessary to inform you of the progress up to the present date. I have had close contact with Kenneth B. Tiktin since the beginning of the practicum. The following are brief statements describing the developmental stages of this undertaking:

1. The Student Inventory/Self-Rating Scale was developed for the special education teacher to administer to the EH students.

2. A scoring formula for the Student Inventory/Self-Rating Scale was developed in order to compare the student's responses with the teacher's responses utilizing the Devereux Elementary School Behavior Rating Scale.

3. An orientation meeting was planned and conducted with the special education teacher at West Homestead Elementary School before the assessment procedures began at the school.

4. Pre-assessment and post-assessment procedures were outlined for the special education teacher.

5. Conferences with Kenneth B. Tiktin to discuss development and implementation of the practicum as a Behavioral Principle at the school level before making it available to teachers having a class of EH students.

6. Conferences with Mrs. Martha Boden about making plans for a professional meeting with teachers having EH students to discuss the Behavioral Principle and the process of utilizing the technique in other schools.

Your attendance at this professional meeting would be appreciated, as you are one of my observers for this practicum. The meeting will present depth information to you and, of course, keep you abreast of the development, implementation, and future outcomes of this endeavor. I will contact you soon as to the date of the meeting.

Most sincerely,

E. L. Auerbach

E. L. Auerbach, Assist. Principal

APPENDIX H

CONTACTS WITH MANAGER OF THE
SCHOOL/MENTAL HEALTH PROJECT

SYLVANIA HEIGHTS ELEMENTARY SCHOOL

5901 SOUTHWEST SIXTEENTH STREET

MIAMI, FLORIDA 33155

NAOMI C. BONNABEL
PRINCIPAL

May 14, 1980

Dr. L. Britton
SUPT. DADE COUNTY SCHOOLS

Dr. Arline Loewenstein, Project Manager
TOPS, School/Mental Health Co-operative Project
Howard Drive Elementary School, Room 16
7750 S. W. 136 Street
Miami, Florida

Dear Dr. Loewenstein:

This letter is to confirm the date of the planned professional meeting on May 21, 1980, Wednesday, with your staff. The meeting will be held at your school at 2:00 p. m.

The teachers planning the presentation with me are Marie Mejido and Carol Gregory. I have worked with Mrs. Mejido and we share a similar philosophy concerning behavior management involving emotionally handicapped students. We are certainly looking forward to the experience of sharing the information with the group. The meeting will be an excellent opportunity to discuss educational endeavors.

The presentation will involve an explanation of the development and implementation of a technique to increase classroom achievement with emotionally handicapped students through a Behavioral Principle. Also, informational folders will be given to the personnel attending the meeting.

I, personally, want to thank you in advance for your confidence and assistance in planning this important meeting.

Most sincerely,

E. L. Auerbach

E. L. Auerbach, Assist. Principal

cc: Martha Boden
Kenneth Tiktin
Charles Angel

June 2, 1980

M E M O R A N D U M

TO: Dr. Arline Loewenstein
School/Mental Health Co-operative Project

FROM: Ethel L. Auerbach
Marie Mejido
Carol Gregory

SUBJECT: New Date For Meeting, June 4, 1980

The memorandum is to confirm the new date of the meeting with your staff on June 4, 1980, Wednesday, at 2:00 p. m. in room sixteen at Howard Drive Elementary School.

The other meeting scheduled for May 21, 1980, was canceled because of the personnel involved in the presentation had meetings in their schools which had been scheduled unexpectedly.

Again, thank you for your continued patience in arranging this professional meeting.

cc: Martha Boden
Kenneth Tiktin
Charles Angel

June 9, 1980

M E M O R A N D U M

TO: Dr. Arline Loewenstein
School/Mental Health Co-operative Project

FROM: Ethel L. Auerbach
Marie Mejido
Carol Gregory

SUBJECT: New Date For Meeting, June 12, 1980

This memorandum is to confirm the new date of the meeting with your staff on June 12, 1980, Thursday, at 8:30 a. m. in room sixteen at Howard Drive Elementary School.

The meeting scheduled for May 21, 1980, was canceled because of the individuals involved in the presentation had meetings in their schools which had been scheduled unexpectedly.

Again, thank you for your continued support and patience in arranging this professional meeting.

cc: Martha Boden
Kenneth Tiktin
Charles Angel

APPENDIX I

COMPLETE FOLDER FOR THE IN-SERVICE MEETING

Enclosed Materials:

1. Informational Sheet
2. Operational Definition
3. Student Inventory
4. Devereux Rating Profile
5. Response Sheets
6. Original DESB Scale
7. Sample of Pre-assessment and Post-Assessment Responses*
8. Individual Educational Plan

*A copy of the DESB Scale without the dark center section is used in order to make the recording of the scores easier to process and analyze.

INFORMATIONAL SHEET

Purpose

Implement a sequential program for indieifcation of specific classroom behaviors for student in the emotionally handicapped class at the elementary level to increase academic performance.

I. Procedures needed for implementation:

   a. Assessment of the classroom behavior factors by the teacher using the Devereux Rating Scale.

   b. Administer the Student Inventory.

II. Data analysis of student and teacher responses:

   a. Charting both the student's and teacher's responses to the behavior factors.

   b. Examples of individualized objectives to improve classroom behavior.

Teacher Presents Personal Techniques

III. Implement method toward modifying the behavior factors:

   a. Example of program to meet the individualized objectives for the improvement of the classroom behavior.

   b. Teacher interaction with students.

   c. Student and teacher encounter.

   d. Management control techniques.

DEFINITION

The Behavior Principle will refer to a systematic approach for the EH students and their teacher(s) to assess the individual student's specific classroom behavior through the utilization of a standard measure for managing the instruction in a manner which will systematically attempt to improve the behavior development leading to more academic independence.

DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE *

George Spivack, Ph.D. and Marshall Swift, Ph.D.
Devereux Foundation Institute for Research and Training

DESB PROFILE

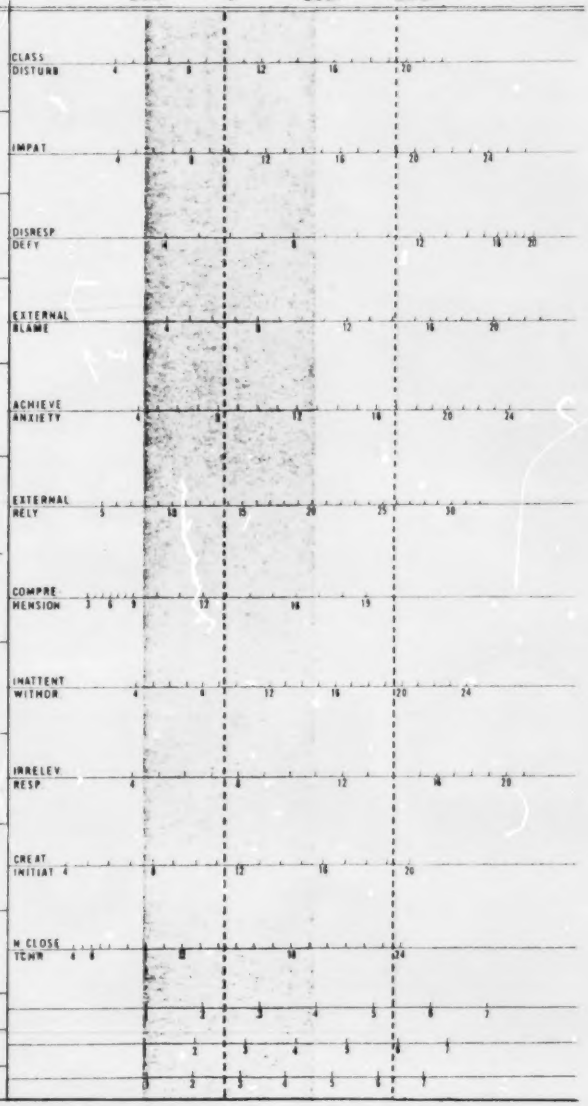
Student's Name _____ Teacher's Name _____

Student's Sex _____ Age _____ Academic Subject _____

Grade _____ School _____ Date of Rating _____

Behavior Factor	Factor Item Raw Scores	Tot'l Raw Sc.
1. Classroom Disturbance	needs control 11 ___ 13 ___ interfere teases 12 ___ 30 ___ drawn in	
2. Impatience	starts 1 ___ 44 ___ go back sloppy 36 ___ 47 ___ rushes	
3. Disrespect-Defiance	disrespect 5 ___ 9 ___ subject defy t'ch'r. 7 ___ 16 ___ rules	
4. External Blame	t'ch'r. help 2 ___ 34 ___ blames called on 25 ___ 38 ___ too hard	
5. Achievement Anxiety	test scores 22 ___ 31 ___ testing right answ. 23 ___ 33 ___ sensitive	
6. External Reliance	see others 24 ___ 42 ___ swayed rely t'ch'r. 29 ___ directions 32 ___ 46 ___ choices	
7. Comprehension	understands 10 ___ 37 ___ recites applies 35 ___	
8. Inattentive - Withdrawn	lose attn. 18 ___ 28 ___ oblivious not attnd. 20 ___ 43 ___ reachable	
9. Irrelevant - Responsiveness	exagg. story 14 ___ 17 ___ interrupt answers 15 ___ 26 ___ irrel. talk	
10. Creative Initiative	brings in 3 ___ 6 ___ start disc. act.' imag. 4 ___ 21 ___ talk exper.	
11. Need Closeness to Teacher	seeks t'ch'r. 8 ___ 39 ___ friendly helps 19 ___ 45 ___ phys. close	
Additional Items	27 Unable change 40 Quits 41 Slow Work	

Raw Score in Standard Score Units



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YOU ARE GOING TO RATE THE OVERT BEHAVIOR OF A STUDENT. FOR ITEMS 1-26 USE THE RATING SCALE BELOW. WRITE YOUR RATING (NUMBER) FOR EACH ITEM IN THE BOX TO THE LEFT OF THE ITEM NUMBER.

Very frequently	Often	Occasionally	Rarely	Never
5	4	3	2	1

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, HOW OFTEN DOES THE CHILD...

Rating	Item
☐	1. Start working on something before getting the directions straight?
☐	2. Say that the teacher doesn't help him enough (i.e., won't show him how to do things, or answer his questions)?
☐	3. Bring things to class that relate to current topic (e.g., exhibits, collections, articles, etc.)?
☐	4. Tell stories or describe things in an interesting and colorful fashion (e.g., has an active imagination, etc.)?
☐	5. Speak disrespectfully to teacher (e.g., call teacher names, treat teacher as an equal, etc.)?
☐	6. Initiate classroom discussion?
☐	7. Act defiant (i.e., will not do what he is asked to do, says: "I won't do it")?
☐	8. Seek out the teacher before or after class to talk about school or personal matters?
☐	9. Belittle or make derogatory remarks about the subject being taught (e.g., "spelling is stupid")?
☐	10. Get the point of what he reads or hears in class?
☐	11. Have to be reprimanded or controlled by the teacher because of his behavior in class?
☐	12. Poke, torment, or tease classmates?
☐	13. Annoy or interfere with the work of his peers in class?
☐	14. Tell stories which are exaggerated and untruthful?
☐	15. Give an answer that has nothing to do with a question being asked?
☐	16. Break classroom rules (e.g., throw things, mark up desk or books, etc.)?
☐	17. Interrupt when the teacher is talking?
☐	18. Quickly lose attention when teacher explains something to him (e.g., becomes fidgety, looks away, etc.)?
☐	19. Offer to do things for the teacher (e.g., erase the board, empty the pencil sharpener, open the door, get the mail, etc.)?
☐	20. Makes you doubt whether he is paying attention to what you are doing or saying (e.g., looks elsewhere, has blank stare or faraway look, etc.)?
☐	21. Introduce into class discussion personal experiences or things he has heard which relate to what is going on in class?
☐	22. Get openly disturbed about scores on a test (e.g., may cry, get emotionally upset, etc.)?
☐	23. Show worry or get anxious about knowing the "right" answers?
☐	24. Look to see how others are doing something before he does it (e.g., when teacher gives a direction, etc.)?
☐	25. Complain teacher never calls on him (e.g., that teacher calls on others first, etc.)?
☐	26. Make irrelevant remarks during a classroom discussion?

FOR ITEMS 27-47 USE THE RATING SCALE BELOW:

Extremely	Distinctly	Quite a bit	Moderately	A little	Very slightly	Not at all
7	6	5	4	3	2	1

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, TO WHAT DEGREE IS THE CHILD...

Rating	Item
☐	27. Unable to change from one task to another when asked to do so (e.g., has difficulty beginning a new task, may get upset or disorganized, etc.)?
☐	28. Oblivious to what is going on in class (i.e., not "with it," seems to be in own "private" closed world)?
☐	29. Reliant upon the teacher for directions and to be told how to do things or proceed in class?
☐	30. Quickly drawn into the talking or noise-making of others (i.e., stops work to listen or join in)?
☐	31. Outwardly nervous when a test is given?
☐	32. Unable to follow directions given in class (i.e., need precise directions before he can proceed successfully)?
☐	33. Sensitive to criticism or correction about his school work (e.g., gets angry, sulks, seems "defeated", etc.)?
☐	34. Prone to blame the teacher, the test, or external circumstances when things don't go well?
☐	35. Able to apply what he has learned to a new situation?
☐	36. Sloppy in his work (e.g., his products are dirty or marked up, wrinkled, etc.)?
☐	37. Likely to know the material when called upon to recite in class?
☐	38. Quick to say work assigned is too hard (e.g., "you expect too much," "I can't get it," etc.)?
☐	39. Responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)?
☐	40. Likely to quit or give up when something is difficult or demands more than usual effort?
☐	41. Slow to complete his work (i.e., has to be prodded, takes excessive time)?
☐	42. Swayed by the opinion of his peers?
☐	43. Difficult to reach (e.g., seems preoccupied with his own thoughts, may have to call him by name to bring him out of himself)?
☐	44. Unwilling to go back over his work?

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, TO WHAT DEGREE DOES THE CHILD...

☐	45. Like to be close to the teacher (e.g., hug or touch the teacher, sit or stand next to teacher, etc.)?
☐	46. Have difficulty deciding what to do when given a choice between two or more things?
☐	47. Rush through his work and therefore make unnecessary mistakes?

RESPONSE SHEET

Name_____ Dates_____

_____

		DESB SCALE		STUDENT INVENTORY	
Behavior Factor	Factor Item	Teacher Assessment		Student Assessment	
		Pre-	Post-	Pre-	Post-
1. Classroom Disturbance	needs control				
	teases				
	interfere				
	drawn in				
	(Total)				
2. Impatience	starts				
	sloppy				
	go back				
	rushes				
	(Total)				
3. Disrespect-Defiance	disrespect				
	defy teacher				
	subject				
	rules				
	(Total)				
4. External Blame	teacher help				
	called on				
	blames				
	too hard				
	(Total				

*Weighted Categories

RESPONSE SHEET
page 2

Name_____ Dates_____

_____

		DESB SCALE STUDENT INVENTORY			
Behavior Factor	Factor Item	Teacher Assessment		Student Assessment	
		Pre-	Post-	Pre-	Post-
5. Achievement Anxiety	test scores				
	right answer				
	testing				
	sensitive				
	(Total)				
6. External Reliance	see others				
	rely teacher				
	directions				
	swayed				
	choices				
	(Total)				
7. Comprehension	understanding				
	applies				
	recites				
	(Total)				
8. Inattentive-Withdrawn	lose attention				
	not attending				
	oblivious				
	reachable				
	(Total)				

Professional Notes by Teacher:

*Weighted Categories

RESPONSE SHEET
page 3

Name_____ Dates_____

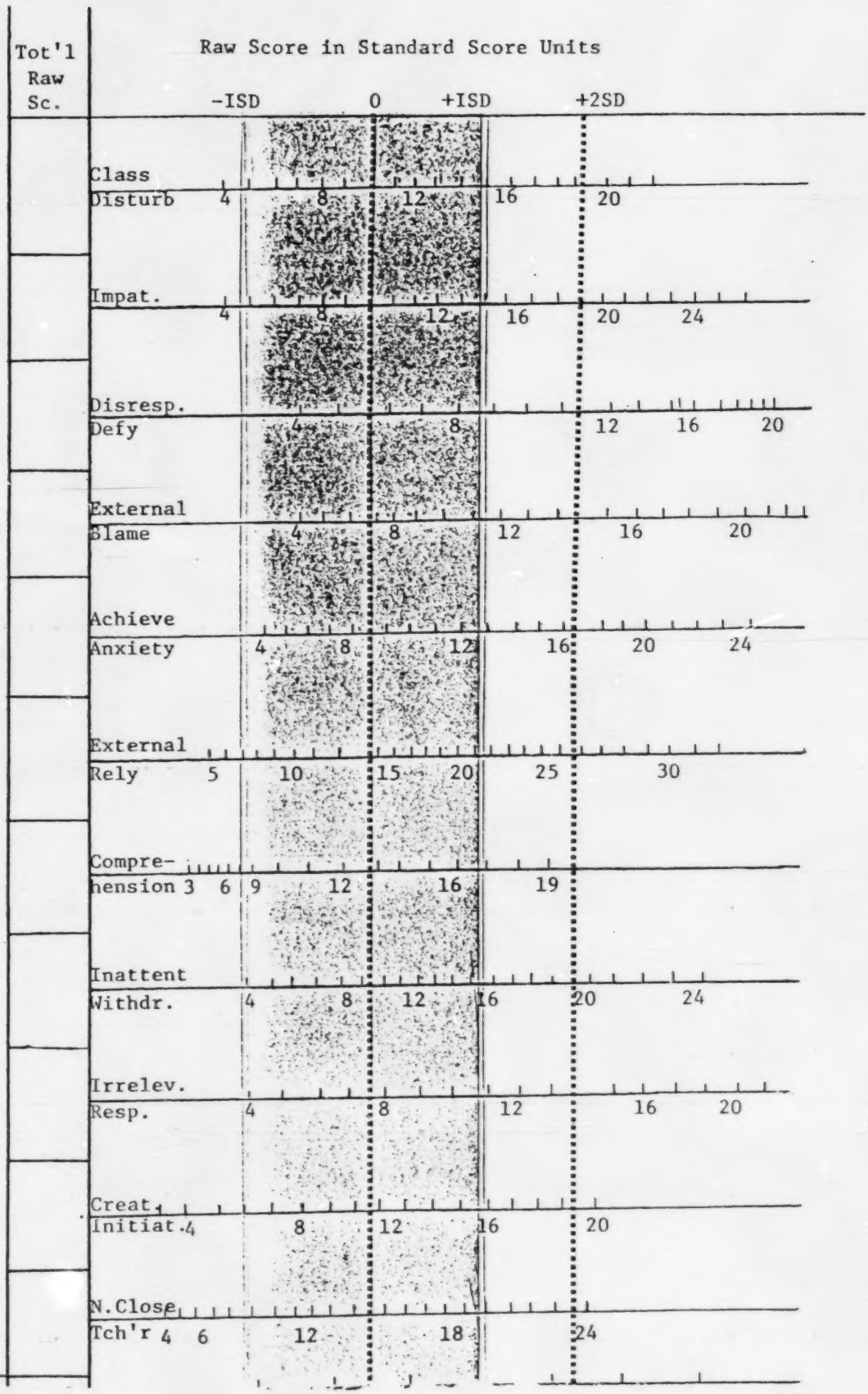
_____

DESB SCALE STUDENT INVENTORY

Behavior Factor	Factor Item	Teacher Assessment		Student Assessment	
		Pre-	Post-	Pre-	Post-
9. Irrelevant Responsiveness	exaggerate story				
	answers				
	interrupt				
	irrelevant talk				
	(Total)				
10. Creative Initiative	brings in				
	active imagination				
	start discuss				
	talk experience				
	(Total)				
11. Need Closeness to Teacher	seeks teacher				
	helps				
	friendly				
	physical close.				
	(Total)				

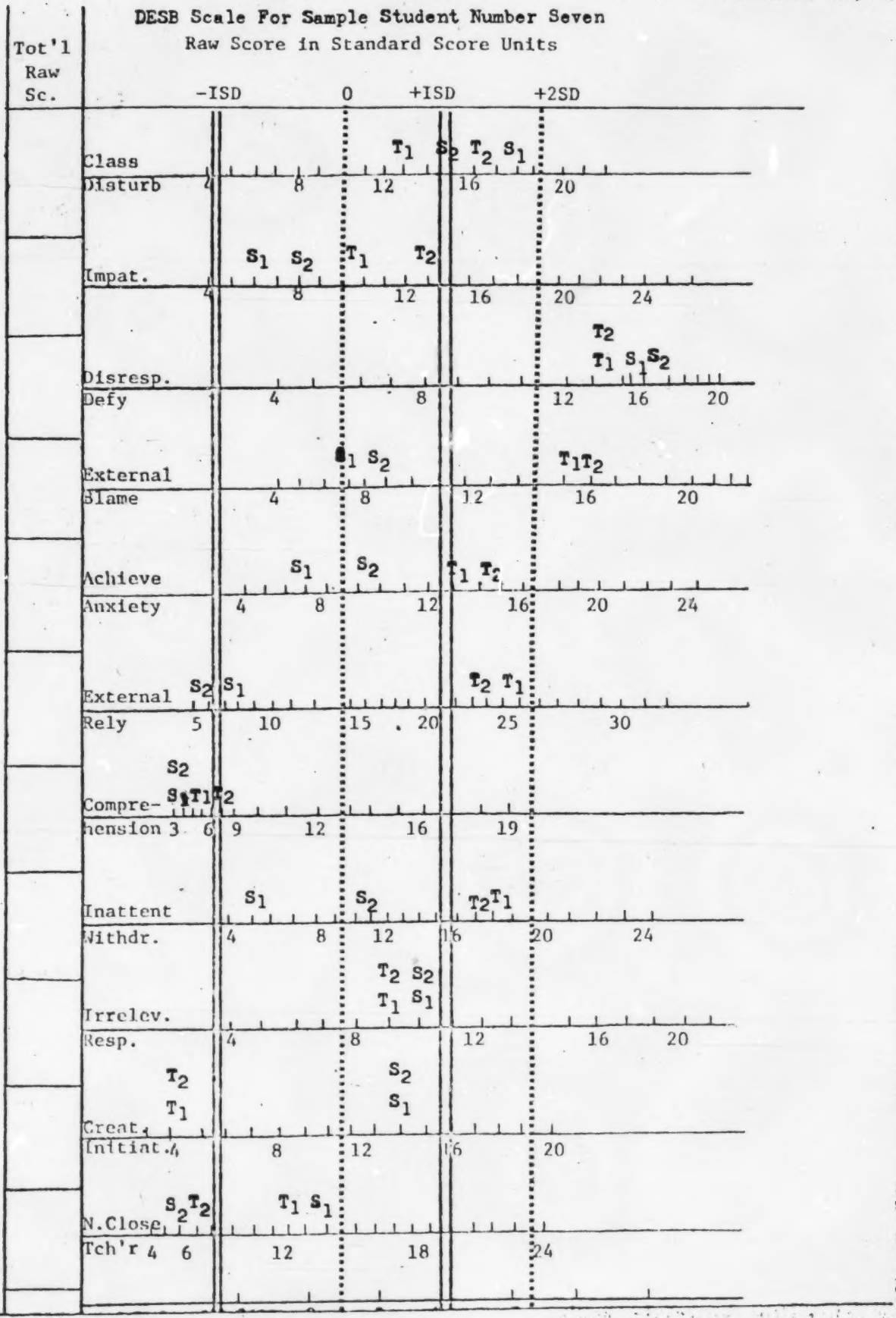
Professional Notes by Teacher:

*Weighted Categories


Tot'l Raw Sc.
Raw Score in Standard Score Units
-ISD
0
+ISD
+2SD
Class Disturb
4 8 12 16 20
Impat. Disresp.
4 8 12 16 20 24
Defy External
4 8 12 16 20
Blame Achieve
4 8 12 16 20
Anxiety External
4 8 12 16 20 24
Rely Compre-hension
5 10 15 20 25 30
3 6 9 12 16 19
Inattent Withdr.
4 8 12 16 20 24
Irrelev. Resp.
4 8 12 16 20
Creat. Initiat. N.Close
4 8 12 16 20
Tch'r
4 6 12 18 24

DESB Scale For Sample Student Number Seven

Raw Score in Standard Score Units



INDIVIDUALIZED EDUCATION PLAN (IEP) AND AUTHORIZATION FOR PLACEMENT

NAME Student # 7 BIRTHDATE SCHOOL CONFERENCE DATE
ADDRESS

Present Levels of Educational Performance

ACADEMIC

Math
Reading
Spelling

BEHAVIORAL

Baseline

(See Attached Graph)

Special Education Placement and Related Services; Persons Responsible

Annual Goals

BEHAVIORAL

The student will show verbal respect to the teacher, for academic subjects, and for school rules 4 out of 5 times as measured by the DESB Scale and the Student Inventory.

Instructional Objectives/Evaluation Criteria	+ or -	Date
1. Student will speak respectfully to the classroom teacher 4 out of 5 times during each school day.		
2. Student will not answer the classroom teacher back when asked to complete a task in the classroom during the daily routine. 3 out of 5 times the student will respond in a positive manner.		
3. Student will not make negative remarks about the academic assignments given by the classroom teacher during the school day. 3 out of 5 times the student will demonstrate positive attitude when completing assignments.		
4. Student will show respect for classroom and school rules 4 out of 5 times during each school day. (Example: Taking care of school property).		

Projected: Date of Initiation Anticipated Duration

Extent of participation in regular program:

MIS-12075 (05-78)

APPENDIX J

QUESTIONNAIRE

Questionnaire

Directions: Please respond to each question by writing a brief but comprehensive statement.

1. What assessment procedures do you use in the classroom to identify target behaviors which cause interference with the students' learning to their potential?

2. What type of behavior management do you utilize in the classroom to increase academic learning?

3. How do you feel this new technique would assist you in the classroom working with EH students?

4. Would you be interested in using this new technique in your classroom?

Yes _____ No _____